





## FE mandatory grants set for September, 1979

by Patricia Suttinelli

A national scheme of mandatory grants for full-time further education students is to be introduced in September 1979, Mrs Williams, Secretary of State for Education, announced last week.

She told the National Union of Teachers' conference on the education and training of 14 to 19-year-olds that this scheme would ensure poorer students to remain in education.

It would not however be possible to provide grants on the scale of the Manpower Services Commission's £19.50 or at the level of supplementary benefits. They would be prohibitively expensive.

"But we are definitely moving towards establishing the same system for further education as that which has been operating for higher education since 1949," she said.

Mrs Williams added that where financial support was not sufficient, the education service should devise courses which were both attractive to young people and beneficial to society as a whole. Making this kind of provision also applied to the education and training of the young unemployed.

Day release for all young workers was another major challenge. This was an area where there had been little progress and where the Department of Education and Science was determined to move forward in co-operation with the Department of Employment and the MSC.

Aside from compulsory day release, another possibility was the introduction of a right to release for the under-18s for a 36-week period, leaving them to accept or refuse the option. The implications would need to be thoroughly discussed with both employers and the further education service.

But Mrs Maria Patterson, chairman of the TUC education committee, pointed out that attempts to provide compulsory general education for all young workers had been frustrated and their education and training neglected.

She called on the Government to press for a universal education and training strategy for all young people which would seek to develop a coordinated approach involving the education, training and employment sectors.

This would provide for the academically able as well as the less gifted, include courses devoted to a particular vocation as well as traditional academic courses based on subject disciplines, ensure continuous movement between courses and long-term vocational progress.

Mr Jack Chambers, chairman of the NUT working party on the education and training of 14 to 19-year-olds, agreed there was an urgent need to institute some form of continuing education and training system where young people could be regarded as "citizens in training".

He warned that if we did not respond positively to the inescapable, we would witness a cohort of youngsters whose experience of life stretched back through failure. He believed that a Central Council for the Training and Education of Young People should be set up to bridge the gap between full-time education at school and that provided for further education colleges. This coordinated body would look overall and not in an ad hoc way at the needs of all youngsters between 14 and 19 years.

The Japanese Ambassador, Mr Taduo Kato, presents a gift of £2m from Suntory Ltd and the Toyota Motor Company Ltd to Professor Rolf Dahrendorf, director of the London School of Economics, to establish an international centre for economics and related disciplines at the school.

## Agreement on Vyas near

North East London Polytechnic and the Central Council for Education and Training in Social Work are nearing agreement on a procedure for re-interviewing Mr Suresh Vyas, the Newham welfare officer whose application for a place at the polytechnic last year led to a High Court action and the suspension of NELP's social work course.

Mr Justice Slade, who heard the case in April, ruled that Mr Vyas had neither been given a fair hearing at his interview for the course, nor properly controlled as the result of "executive action" by the polytechnic directorate. His case was still legally pending and the polytechnic and the training council would have to devise a method for hearing the application again.

Latest proposals by the polytechnic envisage a three-stage interview panel. One would be made up of staff who is qualified and experienced in social work but who does not normally teach on the two-year social work course. Another would be an experienced social work teacher from outside the polytechnic and the third would be an education welfare officer employed by another borough.

## Students for protest flats

Students are to take over flats in two notorious tower blocks in Glasgow after renovation work costing more than £1m. A quarter of the flats are empty and council tenants have consistently protested about conditions in the blocks, where a 12-year-old boy died in a fire on the 23rd floor.

The Red Row flats are the highest residential blocks in Europe and will take up to 540 students if a working party's recommendations are accepted by Glasgow District Council. The proposal is for 96 flats below the fourteenth floor to be occupied by council tenants and the remaining 136 up to the 31st floor, to go to students.

A cooperative run by tenants and students would be responsible for collecting rents and maintaining security, while the council paid for running costs. The cost of improving the flats would be £115,000. Council tenants would be given priority.

The council hopes that universities, colleges and the regional council will underwrite the students' first year's rent. Families with children of up to student age will be offered the flats still let to council tenants.

## Responses to 'Higher Education into the 1990s' CNAA plumps for growth

by Peter David

The Council for National Academic Awards has called for an expansion of higher education in the 1990s aimed at meeting the substantial demand for higher education from mature students and those without two A levels.

In its response to the government's planning document the council says that the Robbins approach - based on 18 year olds with two A levels - is no longer adequate. It calls for a full-scale reappraisal of the nature of demand for higher education and the kind of courses which should be an offer.

"What is required is a flexible system of post-school education which minimizes the division between higher and further education and provides opportunities for continuing or recurrent education at a variety of levels and in a variety of forms."

The council doubts whether there need be a slump in the number of students coming forward after the 18-year-old budge has peaked. It estimates that there is already strong evidence of growing demand among mature students. In 1976, it says, it

**Rise and fall in resources would be 'difficult'**

by Ngain Crequer

A modest growth to about 1990 and then a brief drop in numbers is the latest prediction made by Lancaster University in its response to the discussion paper. The university argues that it would be difficult to run down resources from 1990 to 1995 and then build them up again later in the decade.

Inevitably therefore they would be under-used in the mid 1990s although with a considerable number of staff retirements the filling of posts could be deferred.

The university says that Government assumptions that mature entrants' numbers are held constant would not accord with the desire to offer them increasing opportunities. Nor does it agree that the number of overseas entrants should be held constant beyond 1982 at much below present levels. Any reduction would be contrary to the university's wishes and against its charter. It would require discrimination on grounds of nationality.

Lancaster says there is no demand for short non-degree courses and that changes in secondary education, increasing professional requirements and the desire for a closer relation to European systems of higher education may lead to longer degree courses. It says that a major change like introducing longer or summer terms could not be justified simply to cover a 7 per cent "budge".

The university favours Model E and says it already tries to provide a second chance to the educationally disadvantaged by opening up alternative routes to entry for mature students and agreeing to transfers from the Open University.

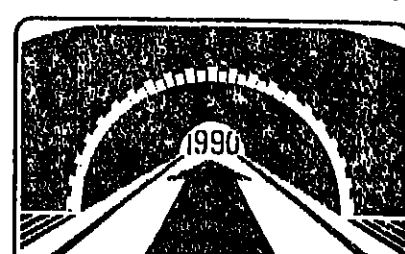
It criticises the DES document for "totally ignoring the promotion of scholarship, research and public service", and says their call on universities may vary for reasons quite unconnected to student demand.

Robin Pedley, professor of education at Southampton University, says the only thing that saves the DES paper from the waste-paper basket is his suggestion that more should be done to encourage participation by the children of manual workers in higher education.

Writing in the June edition of 'Where' published by the Advisory Centre for Education, he says the government's makeshift devices inspire little enthusiasm.

He says the proposals mean accepting larger classes and buildings, spreading the load over a reducing numbers by cutting the length of degrees and diverting more students from full to part-time study.

He welcomes the expression of faith that higher education will be made a more attractive prospect for young people from poorer backgrounds. But he says practical problems are missing. He wants a comprehensive adult education system, with all the barriers between higher and further taken away.



a third of initial entrants to CNAA courses were aged 21 or over, and about 45 per cent of polytechnic applicants were mature.

There is still a great deal of untapped demand from women and young people from working-class homes, the council argues. In addition, students without two A levels could be admitted on degree courses.

"The spectrum of continuing or recurrent education is extremely wide. As well as first degree courses and postgraduate courses, it includes basic and general interest courses, a variety of courses leading to professional and technical qualifications and the whole

## 'Expansion should not just be response to birth-rate'

by Maggie Richards

An enormous promotion and education campaign will be needed to persuade adults to take advantage of any new recurrent education opportunities, says the Scottish Institute of Adult Education.

In its reply to the Department of Education and Science consultative document the institute declares: "To consider the future of the higher education sector in isolation from the entire range of post-school education is likely to reinforce the present artificial pattern of segmentation. However, within the confines of the system, as currently defined, there is no doubt that the Robbins principle should be maintained and that capacity should be expanded to meet the full peak in projected student numbers."

"The latter provision should be maintained at or above that level, utilising the available capacity by providing an increasing range of recurrent education opportunities for mature adults, especially those who have missed out on earlier educational opportunities."

But the institute warns of continuing education expansion of the kind should not be wholly dependent on demographic trends. It should be a decision in principle. The institute welcomes increased investment by some higher education institutions in the recruitment of mature students, but it also sounds a note of caution: "It is vital that the pattern and content of education offered to adults should be

appropriate to their needs. Generally speaking, education in the formal higher and further education systems have been developed to provide for the needs of adolescents and young adults."

It points out that at least a group within higher education - the mature students - have a substantial experience of education for mature students dating back to 1946, when they were required to provide teacher training opportunities for a considerable number of mature entrants and re-entrants.

It would seem desirable to stock of what has been termed "an and to consider ways of doing and de-segmenting further relating to good practice and to innovation". The institute is not in favour of a recurrent education system to be provided for "in the minds of public, political and teachers alike education is something for adults. An early promotional and educational will need to be done."

For Scotland, the institute is in favour of a model of education which is not based on degrees and teaching hospitals. Even when one looked at engineers, the training was reasonable, although it was far less satisfactory than for medical practitioners.

But for both these classes, school education is reasonable. When we turn to that part of our population not destined for higher education, the picture is less satisfactory," Sir Sam said.

The aspiring skilled craftsman gets a poor deal. His school subjects are remote from his needs. He needs "The system just doesn't seem to care about him", he added.

This had important repercussions for industry which is faced with an inevitable increase in automation. For Britain to perform well in the future, we needed more skilled people to handle automated machines and more highly educated people to make them.

But at present our schools were not producing nearly enough skilled craftsmen. "We are faced with an education system which in principle can do all sorts of things but is simply not doing anything. Indeed there is a contempt for doing any thing practical."

This was highlighted by the fact that computer programming was not taught in schools despite the fact that it was a vital skill for the future generations. There was a complete lack of any vocational training for most pupils and he attacked comprehensive schools for being watered-down versions of grammar schools.

And he warned that Britain would need to lead in the provision of automation and in synthesis and versatility. "The present university initiative to attract more people into engineering is a step in the right direction, but a study of the numbers involved suggests a hesitant step which should be a gallop."

range of post-experience to specific awards."

But a higher education only succeed with the co-operation of both employers and universities. It was supported by a system of student grants, council says. At present the arrangements are weighted in favour of mature and part-time students.

The council says that Model E in the discussion document, which is highly debatable, is not simply a matter of compensating for deficits. It estimates that adoption of Model E could bring an extra 50,000 students into higher education by the 1990s.

Of these, 30,000 would be new students; an extra 10,000 on post-experience courses and an additional 20,000 on CNAA calls for a special group to be set up to ensure possible future demand is met.

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Arguing in favour of Model E in the discussion document, the polytechnic says that the Government's projections are unrealistic. The impact on student demand of overseas students, mature students and entrants to new types of courses could also be a factor. Demand could also be increased through policies to increase participation in higher education of school leavers, it says.

## Aberdeen stands firm in social work row

by Peter David

Sir Fraser Noble, principal of Aberdeen University, has strongly defended the university's decision to appoint Mr Gerard Rochford, a psychologist without professional social work qualifications, to the chair of social work.

After a meeting with members of the Association of Social Workers this week Sir Fraser said the university did not accept the association's view that the appointment was unsuitable. "On the contrary, the selection committee was fully satisfied that Mr Rochford had the qualities that made him an outstanding candidate for the appointment."

The Aberdeen meeting follows last week's decision by the BASW to call on social workers to boycott new students from Aberdeen and the London School of Economics. Both institutions have appointed academics without social work qualifications to chairs of social work.

The social workers' association has called on the two colleges to rename the two chairs and remove the new professors' direct responsibility for social work courses. It also wants a senior social work member of the teaching staff to be given direct control of training.

A statement from BASW says:

## Sir Sam slams the system

by Robin McKie  
Science Correspondent

A strenuous attack on our education system's middle-class morality which is preventing Britain from preparing for the future, was made by Professor Sir Sam Edwards, former chairman of the Science Research Council.

Speaking at a British Association symposium on "Automation—Friend or foe?" last week, he criticised the imbalance in teaching at schools and universities round the country. Sir Sam believed Britain only had a complete education system in the sense that it was always possible to find an officially deemed body that was supposed to provide for each area of our education.

"The difficulty is that although one part of the system works well, the other part is utterly rotten," he added.

The system worked well for surgeons because there was a straight path from O levels and A levels to fast degrees and teaching hospitals. Even when one looked at engineers, the training was reasonable, although it was far less satisfactory than for medical practitioners.

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## Analysis of training the great EEC growth industry

Analyses of vocational training represent the only growth industry in Europe today, but greater effort is needed to implement effective policies, Sir R. Clemmett, deputy director of the European Centre for the Development of Vocational Training, Berlin, said this week.

He told the Association of Colleges of Further and Higher Education conference in Torquay that at times analysis led to such unpalatable conclusions that obvious decisions were avoided. Difficulties in vocational improvements were so great that there was a tendency to spread the field of study and philosophy.

Issues of vocational training had now become mixed with those of youth unemployment. But vocational training had only a minor role to play in achieving immediate results in this area. Effective results could only be developed in the longer term as part of a total plan.

Mr Clemmett said that it had not yet been possible to spell out a common vocational training policy for Europe in accordance with the Treaty of Rome, mainly because of the great differences existing between member states.

"When universities appoint persons to chairs who are not social workers great, and perhaps unintended damage is done in the constant battle to persuade the community at large that the practice of social work requires professional training."

But in a letter to BASW last month Sir Fraser made it plain that the university was satisfied that Mr Rochford could handle the training responsibilities of the social work chair.

It said: "The selection committee's view was that in the absence of the professional qualification it would be necessary through other evidence to establish that the successful candidate had an appropriate attitude towards social work and adequate understanding of it."

"The committee is satisfied that the evidence was properly tested and that the successful candidate can confidently be put in charge of the department's training responsibilities as well as of its other important functions."

## Flexibility can reduce drop-out rate

by Ngain Crequer

Greater flexibility in teaching and an awareness of the different learning strategies and capacities of students might help to reduce "drop-outs".

This is one of the conclusions in a report on drop-outs in Great Britain in *Pedagogica Europaea*, a journal of educational research in Europe.

The report argues that it is all too easy for universities to assume that the student must be made to fit the institution, rather than adapt the institution to fit the student.

Greater awareness of the problem need not necessarily lead to reduced standards. Serious consideration should also be given to increasing ease of transfer between other institutions, it says.

Many students enrol at other institutions anyway, and not only would this ease the trauma that drop-outs go through, it would help to make universities more efficient and prevent "disastrous mismatches".

According to a review of the problem in Germany, it appears that the drop-out rate is decreasing, in spite of an increase in overall student numbers.

And in 1974-75, at the time of the survey, about one-third of the students had resumed their studies within two years of leaving their original course.

The tripling of students in Italian universities between 1960 and 1975, and the inability of the institutions to adapt led to a marked increase in the number of drop-outs. Reduced selectivity also played its part, the report says.

The dropout rate has always been higher for males than females but this is largely due to the fact that the proportion of male students has increased, the report says.

One conclusion is that those who drop out tend to find employment at their level of education within one year.

*Pedagogica Europaea*, XII, published under the auspices of the Institute of Education of the European Cultural Foundation, Paris, Brussels.



Sir Fraser Noble defends appointment of professor.

## Clearing house scheme pays dividends

In three social workers applying in 1977 through the clearing house for social work courses in universities and polytechnics were successful, according to the first-ever computer analysis carried out for applications to courses leading to the Certificate of Qualification in Social Work (CQSW).

Of 3,118 applications to graduate CQSW courses, 46 per cent were successful. Thirty per cent of 5,534 applications to non-graduate courses were also successful.

A detailed analysis of graduate entrants shows that just under half the students had first or second-class honours degrees. Of the successful applicants to non-graduate courses 459 had O levels and two A levels, while 192 had a degree.

Most of the successful applicants were social fieldworkers rather than social workers from residential jobs.

The report says that social class is a chief factor to be considered in Germany. Children of non-academic parents performed better than those of academic parents.

The conclusion formed is that parents in non-academic homes put more pressure on their children to succeed.

The report found that 14 per cent of drop-outs did not study their original subject choice, often because they wanted to avoid certain entrance requirements: this was the case in only 3 per cent of those who completed their education.

Drop-outs were less sure of what they wanted to study and were more inclined to seek advice from parents or relatives than from professionals.

One and a half years after leaving higher education, 68 per cent of the leavers still supported their studies, and only 13 per cent would now like to resume their studies.

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## No special voice for overseas students at fees meeting

Overseas students have accused the national union of indifference after being denied a speaker at a briefing conference to be held tomorrow on the proposed new method of financing student unions.

The National Co-ordinating Committee of Overseas Students in the United Kingdom claimed that the danger to foreign students from the government proposals merited special consideration. But NCCOS was told that speakers at the National Union of Students conference would represent individual student unions as usual.

Mr David Khan, general secretary of NCCOS, said: "The point is that we have an organization of our own, which was built up to ensure that we were not forgotten, as has always happened in the past. We are affected in a special way by these proposals and there are no other groups which have the same case for representation."

## Attack on teacher training plan

A group of college principals and education specialists from universities and polytechnics in the North-West of England has produced a response to the Green Paper *Education in Schools*, criticizing some aspects of the teacher training policy proposals.

In a detailed examination of the consultative document's section on teachers, the group says it cannot accept a programme of teacher training as a mere product to which elements are added or subtracted to meet particular circumstances. It is rather a cumulative process, from initial training throughout teachers' careers.

Support is given to the aim of a graduate teaching profession and the stability which a vocational order of teachers will give to schools is welcomed. But the group is concerned that the general prospect of four-year BED courses is dismissed.

The principals believe serious consideration ought to be given to the possibility of becoming the norm because, although three-year courses are seen as adequate, the extra year permits higher professional and academic standards, particularly when students are able to delay their commitment to professional training until the end of their first or second year of study.

Until the relative effectiveness of concurrent and consecutive BED programmes can be evaluated, both options should be available for students and prospective employers.

Top priority in the group's document is given to in-service training, which should be co-ordinated by regional bodies.

The principals see a danger that as a result of the current contraction of teacher education, tutors who might prove invaluable for in-service training may leave the profession or be redeployed where their contact with schools is minimal.

Four university professors, two deans and 14 college principals or directors have signed the document. The group has met regularly over the past two years to discuss developments in teacher education and has sent its views on the Green Paper to Mrs Williams, Secretary of State for Education.

## Changes ahead on compensation law

Changes in the law governing the way local education authorities pay compensation for college of education staff who lose their jobs or part of their salary as a result of mergers are under examination by the Department of Education and Science.

Under the proposed changes, which would be introduced in Parliament when legislation on the Oakes report recommendations is under way, local authorities would be able to share the cost of such payments nationally instead of shouldering the financial burden individually.

The existing wording of the Local Government Act 1974 restricts pooling arrangements to a small category of college of education lecturers. Lecturers made redundant from a monotechnic education college can have the cost of their compensation payments pooled, but for lecturers who lose their jobs from a teacher training department in a merged institution the local authority must meet the cost itself.

Mr Bob Morris, deputy education officer of the Association of Metropolitan Authorities, said that the anomalies in existing legislation had caused serious financial difficulties in compensation payments could cost several thousand pounds each and an authority compelled to pay the whole cost itself might have to "distort" its decisions on redundancy issues.

Mr Morris said that lecturers' unions were also seeking changes in the legislation so that the costs of salary safeguarding payments could be pooled nationally. Under the present arrangements, the unions are not allowed to do so. Lecturers would result in a large extra charge to the authority.

Changes in the regulations would extend pooling arrangements to non-teaching staff who are excluded under the existing statutes.



## Breakthrough in dyslexia diagnosis



Mr George Pavlidis

by Ngino Crequer

A major breakthrough in the diagnosis of dyslexia, "word blindness", involving the tracing of eye movements, has been made by a Manchester University research fellow.

Mr George Pavlidis has developed a technique which convincingly shows a qualitative difference between the ability of a backward reader and a person with dyslexia. The condition is still not universally recognized in the world of medicine and some experts still claim that dyslexia is just a polite description for poor reading.

But Mr Pavlidis has developed a machine which, tracing eye movements, shows the difference between a fast, slow, backward and poor reader, and a person with dyslexia.

It means that someone's ability to read can be measured, completely apart from cultural or socio-economic factors.

He has found that cultural factors can impede or improve reading ability, but do not cause inability to read.

The eyes of a fast reader will scan a line, occasionally stop and go back, then go on again. A backward reader will make more stops, longer intervals.

But the eye movements of a dyslexic form no simple pattern. The eye will move all over the line, jumping backwards and forwards in different syllables.

He believes that dyslexia is the result of malfunctioning of some parts of the brain. And he thinks that if the condition is realized early enough, another part of the brain could be trained to take over.

At present, the application of the SSRC for a £4,000 grant to enable him to continue his research. He hopes to be able to show that there is more to eye movements than simply vision.

He thinks eye movement serve other brain functions. Meanwhile there has been considerable interest in his new technique. One of its greatest strengths is that it can be used anywhere in the world, regardless of language or culture.

## Radar work could give rapid storm warnings

by Robin McKie

Science Correspondent

A national radar monitoring service, which could predict the movements of oil slicks and give advanced storm warnings for shipping and off-shore oil rigs, could result from research being carried out at Birmingham University.

The Science Research Council has just awarded £97,000 to Professor E. Sherman of the electronic and electrical engineering department to carry out the research over the next four years.

Two separate techniques are to be investigated. The first will give information about wind forces and directions at sea surfaces up to 2,000 miles away. The second will provide greater detail about rides, currents, and waves up to 200 miles distant.

The first process, known as "sky-wave radar", uses a radio beam which is bounced off the ionosphere to the sea surface. The echoes can then be analysed by computer to give a map of wind forces and directions. At present this analysis takes up to four days but Professor Sherman's team intend to cut that to about 15 minutes.

He added that when it has been achieved it would be possible to monitor storms approaching across the North Atlantic, then use the second technique "ground-wave radar" to give the extra details for weather forecasts.

This approach, presently perfected at a former navigation station at Angle, in Pembrokeshire, involves sending a radio straight out over the sea to get greater information on sea and weather conditions over, because of the curvature of the Earth's surface, the "ground-wave radar" only has a range of 200 miles.

Following the experiments SRC's Appleton laboratory set out detailed planning of a service based on the radar. The radar service would be based on the radar stations which are already in use for the sea surface. The echoes can then be analysed by computer to give a map of wind forces and directions. At present this analysis takes up to four days but Professor Sherman's team intend to cut that to about 15 minutes.

## It's enough to make a salmon leap

That colmaric climber and provider of lighthearted pleasures, the salmon, has become a fresh victim of electronic gadgetry. For now at Aberdeen University, it is being used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter.

The work will be carried out by Dr L. G. Priede, of the department, who has just awarded a grant of £15,000 to carry out the work into the salmon's behaviour in the wild.

The transmitter will be mounted on the salmon's fin, and will be used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter.

It was possible that the transmitter would be used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter.

This had important consequences for the salmon's fin, and will be used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter.

At present Dr Priede is working on the transmitter, which is being used to test a new type of radio transmitter, which is being used to test a new type of radio transmitter.



Salmon watched everywhere

## BL Viewdata projects

by Patricia Santinelli

The British Library is spending £2,500 on two research projects to explore the possible advantages of using the Post Office's Viewdata communication system which links television sets with a central computer data base via normal telephone lines.

Both projects are being run in conjunction with the system's main market trial which begins this month in preparation for full-scale operation next year.

In the first project Langton Information Systems has been given a grant to continue a feasibility study which successfully demonstrated a technique for accessing data bases, such as the BL's lending division conference index.

The BNB Weekly List has been selected as the most suitable database for the research.

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## North American News

### Cash rethink after tax revolt

California's state government must reassess its priorities after the June 6 referendum.

Jan Anderson reports from Stanford

After an unprecedented taxpayer's revolt, the three sectors of public education in California are higher than ever in the state's budget. The state government must reassess its priorities after the June 6 referendum.

By a stunning two to one margin, Californians voted to slash their property tax by more than half, thereby cutting several billion dollars from the annual income of local government across the state. The voters decided that annual property taxes should be limited to one per cent of the assessed value.

The state government must come to the rescue, but it has the highly controversial task of determining how to allocate money to the various sectors of the state's education system.

The pressure is now on the governor, Jerry Brown, and the state legislature to act by July 1, the day of implementation of the 1978-1979 state budget.

One hundred and four community colleges in California are in deep trouble as they stand to lose \$558m in property tax revenue—about 10 per cent of their total annual revenue.

The colleges offer a variety of courses including two-year diplomas and adult education classes. Many students attend community colleges and then transfer to state or private universities. The colleges enrol more than a million of the state's 1,500,000 post-secondary students.

The Community College Board of Governors has prepared a contingency plan to spread the revenue loss across the system so that each college will receive about 85 per cent of normal revenue.

The board is hoping that the colleges can survive on this revenue for 12 months until the future of the colleges will be reviewed.

In the long term, it is possible that some colleges may have to close and that tuition may be increased to the new free system. It is probable that various non-credit courses will be dropped from college curricula.

The community college system is hoping for a sizeable grant from the state's \$4,000m surplus. However, the colleges will have to compete for the money against schools and local services such as fire and police.

Both the University of California and the California State University colleges system will have money diverted from their annual state revenue so that other services, which depend heavily on local property taxes can be maintained.

Both systems were asked by the department of finance to prepare contingency budgets based on 5, 10 and 15 per cent cuts. The most right to obtain warrants to make surprise searches of a newspaper's offices, whether or not it has any connection with the crime for which evidence is sought.

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## Texas record

The permanent endowment of the University of Texas has passed the \$100m mark. According to UT, the public university system has before now had a billion dollar endowment. Most of the endowment's income comes from oil and gas royalties and bonuses from all students, as some student leaders have requested.



Governor Brown: under pressure

college will receive about 85 per cent of normal revenue.

The board is hoping that the colleges can survive on this revenue for 12 months until the future of the colleges will be reviewed.

In the long term, it is possible that some colleges may have to close and that tuition may be increased to the new free system. It is probable that various non-credit courses will be dropped from college curricula.

The community college system is hoping for a sizeable grant from the state's \$4,000m surplus. However, the colleges will have to compete for the money against schools and local services such as fire and police.

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In the Stanford Daily case, four policemen searched photographic laboratories, filing cabinets, desks and wastepaper baskets—all in vain. The officers found that the paper had already published all the relevant pictures of the demonstration that the University (hospital) in it, issue that day.

Quebec Education Minister, Mr Jacques-Yvan Morin, told a student delegation that he would try to persuade his Cabinet colleagues to abolish tuition fees at the province's universities within two years. But he said the provincial government could not afford to give grants to all students, as some student leaders have requested.

## Government offers grant for study of non-terrorist violence

from Olive Coulson

WASHINGTON

The US government is laying the foundations of a programme of research into the causes and control of civil disorder and riots, to help the country's law enforcement agencies deal with a possible wave of social unrest in the 1980s.

The national Institute of Law Enforcement and Criminal Justice—the research arm of the Justice Department's Law Enforcement Assistance Administration—is offering universities and other research institutions a \$300,000 grant to carry out a preliminary study of "non-terrorist collective disorders". It will be the basis of a more extensive federal programme to find ways of combating civil disorder.

According to Lois Mock of the National Institute, who is looking after the project, it is needed because very little work has been done on non-terrorist violence in recent years—in contrast to the efforts many countries are making to develop better methods of fighting terrorism.

The institute has sent "a solicitation for proposals to conduct research on collective disorders" to about 70 universities and other non-commercial research organizations that it thinks would be capable of carrying out the preliminary project.

The document recalls the violence of the 1960s: "The poor demonstrated for jobs and increased civil rights—ghetto residents rioted in protest over intolerable living conditions—students demonstrated against the war in Vietnam—and an undercurrent of racial tensions threatened every public gathering."

Criminal justice system capabilities and resources were often inadequate to deal with these explosive mass disorders, resulting in serious destruction of both person and property.

"The 1970s have been quieter," the institute says, "perhaps because the social and economic problems which led to the urban violence in the 1960s still remain and could be easily precipitated into a recurrence of the collective disorders so prevalent in our major metropolitan areas 10 years ago."

Not only have American social and economic problems failed to remove the root causes of disorder, the solicitation says, "but our more immediate law enforcement and regulatory strategies have also generally been less than effective in preventing and controlling their occurrence."

Through temporarily quietness, however, most of the fundamental social and economic problems which led to the urban violence in the 1960s still remain and could be easily precipitated into a recurrence of the collective disorders so prevalent in our major metropolitan areas 10 years ago.

The third stage of the two-year preliminary project is to prepare a major research agenda for the institute, based on the findings of Stages One and Two.

The institute wants "minority, labour union, student, political and/or other non-terrorist interest groups and protest organizations which have previously been involved in collective demonstrations and disorders" to be included in the survey.

"Although these groups need not advocate violent behaviour, their public demonstration and protest activities must be such that they have the potential for generating civil disorders and violence."

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Although a number of riot prevention and control techniques and other counter-strategies were developed by major city police and regulatory agencies in response to the 1960s violence, they were not definitively tested for their effectiveness at that time, nor have they been examined subsequently for their generalisability in current 1970s conditions.

In fact, according to the institute, many of the skills and techniques developed in the 1960s are being lost through lack of practice, retirement of senior officers and absence of documentation.

"Even if these riot control strategies were tested and documented, however, it is doubtful whether any but the largest law enforcement departments would have the manpower, equipment and financial resources to implement many of them."

The institute summarizes the problem thus: "Despite the likelihood that collective disorders will again erupt in response to the unresolved social problems underlying them, there is a lack of preparedness within the agencies responsible for riot control."

"In order to develop effective societal capabilities for preventing and responding to such incidents, further research is needed on the nature and characteristics of collective disorders, their precipitating conditions, participants and the law enforcement and community regulatory strategies which are most effective in preventing and controlling their occurrence."

The organization that wins the grant will be expected to carry out a three-stage project, which will be much more tightly controlled by the institute than a normal research grant. Stage One is a six-month analysis of all past work in the field.

Stage Two will be an investigation of the motives and methods of (1) groups which have conducted or participated in potentially violent collective demonstrations and (2) agencies which are responsible for regulating or controlling these events."

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## State guilty of discrimination

Alabama State University, a traditionally negro college, has consistently discriminated against whites in its employment policies, a federal judge has ruled. The case is thought to be the first in which a United States Court has found a black institution guilty of discriminating against whites.

Judge Frank Johnson said Alabama State violated its injunction against racial discrimination in its employment policies, made more than 10 years ago after a lawsuit by black victims of discrimination in traditionally white colleges. Alabama state has only four white administrators out of 58, and 36

white teachers—none with tenure—out of 296.

The judge said the university could not use evidence of continued racial imbalance or past discrimination in white institutions to justify its practices. He blamed its president Dr Levi Watkins, who runs Alabama State University like an administrative tyrant, for the discrimination.

Judge Johnson ordered the university to desist from further discrimination. Another hearing will be held to compensate white faculty members who claim to have been discriminated against because of their colour.

The blackest picture is in administration," said Dr Wagner. "Of women in higher education 3 per cent are administrators, with fewer than half at the level of dean. Of men, 11 per cent are administrators with two thirds at the level of dean or college president."

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## Religious way to the top

A woman who really wants to become a college president is still best advised to become a nun, according to Marjorie Wagner, vice-chancellor of the California State University and Colleges. Of the 116 women college presidents in the United States today, 87 are nuns.

Dr Wagner told the Stanford Centre for Research on Women that women professors are still paid less than men for the same work. The

national average salary for women with four to five years' teaching experience is \$16,000, compared to \$18,500 for men with the same experience.

"The blackest picture is in administration," said Dr Wagner. "Of women in higher education 3 per cent are administrators, with fewer than half at the level of dean. Of men, 11 per cent are administrators with two thirds at the level of dean or college president."

## New journal of research communication studies

Traditional and alternative methods of producing and distributing research information in the pure and applied natural sciences, social sciences and humanities, form the content of a new publication *The Journal of Research Communication Studies*.

The journal is published quarterly by Elsevier Scientific Publishing Company, Jan Van Galenstraat 335, PO Box 250, Amsterdam, The Netherlands. £32.75, free sample copies available on request.

## 'Help widows help each other'

by Peter David

Widows can help each other to cope with "the most common single personal catastrophe", according to a research report on widowhood carried out for the Home Office by Mrs Anne Stanger, principal lecturer in social policy at Lanchester Polytechnic. The report recommends setting up a national advisory service for widows to make up for deficiencies in statutory provision.

The aim of the project was to discover how effective a voluntary advisory service run by widows would be. The Home Office grant was used to set up and monitor six local voluntary advisory centres in Chesterfield, Coventry, East Kilbride, Leeds, Mansfield and Sutton Coldfield.

An analysis was made of questionnaires completed by 248 widows and follow up interviews were held with 21. The sample was divided into widows who had used an advisory service and those who had not.

The two main problems cited by women who completed the questionnaire were loneliness and the problems of house maintenance. Loneliness and isolation were mentioned by 78 per cent of the women and

house maintenance by 60 per cent. Only a third of the women interviewed admitted to financial problems although more than 70 per cent had incomes below the level of supplementary benefit.

A surprising finding was that the incidence of problems showed no signs of decreasing over time, although the researchers had assumed that the most acute stage would be the first two years of bereavement.

The report recommends setting up a national widows' advisory service employing a headquarters office and a permanent official to coordinate local volunteer groups. The estimated cost of creating local groups is put at between £100 and £500 each.

The report concludes: "There are over 3 million widows in England and Wales; about 200,000 are bereaved each year. Fifteen per cent of women over the age of 15 are widows, and a further 10 per cent are widowers."

"Whilst many of the problems experienced by widows are no different from the problems experienced by widowers (and many other members of the population) it is clear that there are special problems associated with grief."



Republic of Ireland

## Economist calls for private universities

Fees for higher education should be raised to cover the full cost of tuition and student grants should be replaced by loans, says an economist in a controversial report on Irish education.

The dramatic suggestion that the government should withdraw, or at least scale down considerably, its funding of higher education was made by Professor Dale Tussing, of Syracuse University, New York.

The same should happen in the case of senior secondary school pupils, aged under 16 or 17, he says.

In his lengthy report, published by the Economic and Social Research Institute, where he was seconded for 15 months, Professor Tussing argues that a distinction should be drawn between the private and public gains from education.

He says there is, in principle, no more reason for state finance than there is, in general, for state finance of entertainment, recreation, food and/or other private goods.

A distinction should also be drawn between benefits that accrue to Ireland and those that accrue elsewhere through emigration.

He concludes that public funds should be used only where public benefits would result and even then only if the benefits were felt within Ireland. This could be done by making recipients pay for education after the compulsory schooling stage, or by treating such education as income and taxing it accordingly, Tussing says.

He also says income and social class should have no effect on access to schooling. Loans or grants should be made available to stu-

A study by a visiting professor has started a huge debate on educational priorities. Paul McGill reports from Dublin

dents with modest means and a loan fund should be established for all students. Repayment should be linked to subsequent income and spread over a great many years.

The Irish national teachers' organisation welcomed the emphasis in the report on shifting resources from third level, where only a minority benefits, to first level, but several groups, including the Union of Students in Ireland, have criticized the idea of private enterprise education.

Tussing admits that his suggestions are harsh, but says the alternatives may be still more harsh. Although there has been little criticism of the report, there has been little argument about the analysis of the problem—that the country faces astronomical rises in educational expenditure because of a rapidly increasing population and higher participation rates.

Recent data from the OECD put Ireland at the bottom of a league of 18 countries in the participation of 21-year-olds in education, and near the bottom for 19 and 20-year-olds.

Since Ireland has small and open economy, her participation rates must rise faster than the European average, Tussing argues. To make matters worse, although the youth population is declining in many European countries, including Britain, he estimates that the number of 18 to 24-year-olds will rise by 86,000 between 1974 and 1986.

In the same 12 years, he believes that enrolment at all levels will rise by 189,000, or 23 per cent. This breaks down into increases of 80,200 (14 per cent) at primary level, 36,800 (23 per cent) in the junior years of second level, 45,400 (20 per cent) in the senior cycle of second level, and a massive 36,400 (159 per cent) at third level. Overall, this implies a doubling of expenditure.

He highlights the disparity in the cost per pupil at different levels, with primary children getting an average of 191 each, and third level students getting 174 (with 1973-74 prices). Higher education colleges cost only 1.6 per cent of students, but receive 11 per cent of current and 21 per cent of capital spending from public funds.

The discrepancy is aggravated by the fact that the minorities who are freed to senior cycle secondary and higher education are drawn mainly from the upper strata of society.

The extent of this subsidy to the upper strata of society is bound to grow in the future if current policies continue. If, as the report believes, enrolments in higher education rise to 65,900, the increase needed in current public spending would be as much as 270 per cent.

Even if expansion occurs largely at regional technical colleges, where costs are lower than in universities, a trebling of expenditure is necessary.

The report examines in detail factors, apart from a larger youth

population and higher participation rates, that will make Irish education more expensive.

It argues that Ireland has a highly developed education system because of the frugal nature of its facilities, the conservatism of the churches and religious orders, and the emphasis on academic rather than on more expensive technical education.

All of these factors are declining in importance, however, because the standard of facilities is improving, largely because of trade union pressure, because the religious bodies are becoming less active, and because technical education is becoming more common. In addition, equal pay for women is pushing up the wages bill.

With the resulting explosive growth in spending, the Government should concentrate its money where it will do most good. Taking one example, Tussing argues that fees 10 years ago served as a windfall, increasing the disposable income of the parents involved, rather than serving as a bonus for secondary education except in slightly increased enrolments.

The report recommends a major national debate on educational priorities.

Tussing comes down firmly on the side of planning. "There is a danger that little will be said or done about these problems until they have reached crisis proportions, and that the public will learn about the pressures, not from Ministerial statements, but by over-crowded classrooms, widespread use of temporary class-room buildings, and lack of sufficient places for those who want to go to school."

Holland

## Minister presses on with plan to cut studies

from John Richardson

THE HAGUE. Minister of Education Dr Arie Pais has stressed his determination that the number of courses should be reduced from the present six to five years to a four-year norm (THE HAGUE 2, 1978) in a policy statement which has been presented to parliament.

His plans for a new phased structure for higher education have caused a stir in the Dutch academic world. They imply changes in the, as yet unimplemented, Higher Education Restructuring Law, which was passed during the life of the former socialist government, and represents a hardening of attitude to the universities.

After the preliminary year of a course, examinations will decide which students may continue for further three years of university work leading to the doctoral degree examination, and which must change to some form of higher professional training more suited to their aptitudes.

In effect, this means that all first year students of universities and institutions for higher vocational training, at present very different in organization and status, will be clubbed together for joint courses.

After examinations that end the three year doctoral phase, only 40 per cent will be allowed to proceed to one or two-year specialized studies leading to qualifications in education, medicine, law, dentistry, veterinary science, pharmacy and scientific research.

The future academic researchers, some 7 per cent of those taking the doctoral exams, will be retrained for approximately 5,000 per cent, and will start their careers as research assistants, to be 60 per cent of the students not allowed to study further will try to get jobs.

In the next four years a 10 per cent increase of those taking advantage of their legal right to start university study is anticipated, yet no more money is to be made available.

Without major restructuring the 40 per cent dropout rate before graduation is likely to increase. It also seems inevitable that the "temporary" numerous (university restricted entry regulations) must be changed to more courses (THE HAGUE 2, 1978).

Greece

## Students may lose an academic year

from Mario Modiano

THE RECTOR and the Senate of Athens University have voted their resignation to the Ministry of Education in protest against a draft bill concerning the status of university teaching assistants.

This is the latest development in a dispute that is threatening 100,000 students in Greece with loss of the current academic year. The controversial bill was passed in order to end the strike of 4,500 university teaching assistants which lasted three months, which, coupled with student costs and frequent stoppages, ended the programme of all universities this year.

The strikers demanded a vacancy in their present jobs, as well as the right to teach without a doctorate. The Ministry of Education rejected the demands on the grounds that they would have downgraded university degrees.

The system of appointing assistants to the chair was organized on an encouragement of promising students to pursue an academic career by gaining teaching experience. Gradually, however, assistants were used more to relieve professors who were busy elsewhere, or to cover the private grants which, in some cases, was more the norm.

The Union of University Teaching Assistants had been pressing the Education Ministry to nationalize their functions and to solidify their tenure which has changed every three years at the discretion of the professor. The ministry recently came up with a compromise plan that would give permanent status to all assistants possessing a doctorate and had three years of service, followed by qualification tests.

This would secure immediate positions of 1,000 assistants. About 500 more would secure permanency in the next three years. The 2,500 who possess no doctorate are to have their three-year tenure renewed without limit, or the choice of a technical or administrative post.

The government's proposals were originally rejected by the assistants as the assistants claim that the deal of public and political support because of the serious consequences of the strike, forced to end the strike because otherwise the year would be lost.

There are, however, serious doubts that anything can be done at this late stage to rescue the academic year. Already the pay of the technical faculty at Xanthi, the University of Macedonia, and the Faculty of Agriculture at Thessaloniki, have announced that they do not intend to prolong the academic year.

Other faculties at Athens University and Salonika said they were prepared to carry on under the current arrangement, but it is likely that they do not intend to prolong the academic year.

The resignation of the authorities of Athens University, an unprecedented act that the Union of Teaching Assistants deplored as a "last-ditch" effort by the "academic establishment" to avoid now difficult decisions, would lower educational standards in Greece.

A section of the public has adopted a "serve-the-right" attitude, feeling that it is time for the militant political activists to pay their sins but others believe that some accommodation should be found if Greece is to continue to be free of student agitation and unrest.

South Africa

## Dental opening

An institute for mouth and dental research was established at the University of Witwatersrand in Johannesburg. It is a joint effort by the University and the South African Medical Research Council and is designed to cater for all population groups.

## Expensive ivory tower in search of an identity

Uli Schmetzer reports from Florence on the first year of the EEC University Institute

High above Florence, in a former monastery wedged between olive groves and vineyards, the EEC's University Institute is a place of a novel mixture of both? Or is it a novel mixture of both? Or is it a novel mixture of both?

The very building which houses the Institute in the former monastery of Santa Maria della Fiesolana reflects the mixture of both. The exterior all bears the mark of the monastery, but the interior is a modernized, the walls are white-washed and the ceilings are equipped with American ventilation systems.

Life has not been easy for the Institute. After the initial birthing pains following a 22-year programme it is now attempting a 180-degree turn from its original course as a postgraduate school to aim for the more ambitious and prestigious of "research centre".

The new direction produced confrontation between idealists and pragmatists, between those who defend the right of researchers to plan their own research and "interdisciplinary" research based on a common project.

The former contended the original Convention of the Institute preserved the right of both professors and students to select their own research themes. The latter argued for a scientific steering committee to select projects on which the four departments of the Institute (economics, law, political science, and sociology) would cooperate. Only professors and postgraduates whose interests coincide with the proposed project would be invited to join the Institute.

The shift in direction emerged from a recent working group report which recommended that the Institute's efforts should be concentrated on a small number of major research themes: "and at the service of the organic, material, cultural and human needs of the European Community".

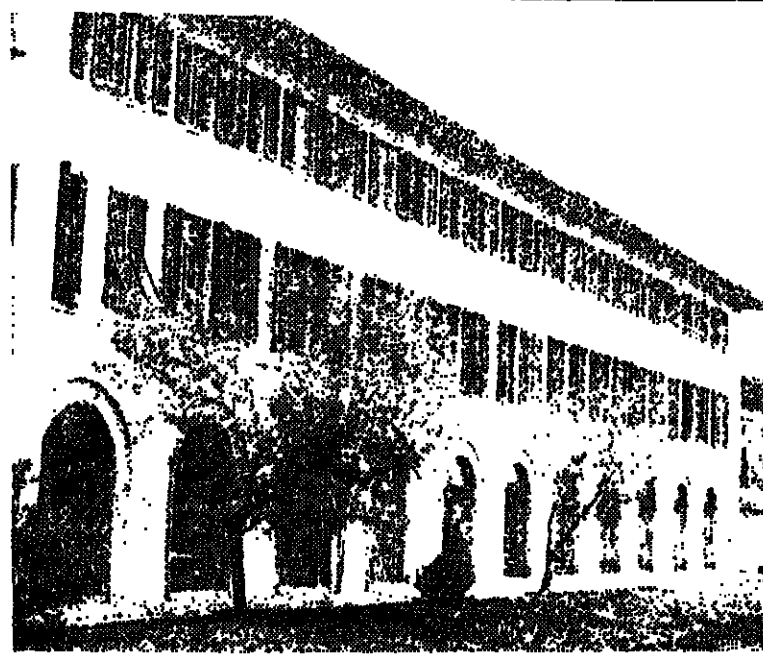
The recommendations also envisaged the target of 600 students, changing to 200 and adding a year to allow students occupied by their own PhD extra time for research projects.

Mr Max Kohnstamm, the Institute's principal, is a staunch advocate of interdisciplinary (or interdepartmental) research with pre-eminence of the humanities. He admits that he envisages a research centre along the lines of the Brookings Institution—one that would also be a think-tank in the making.

Feelings about the aims of the Institute are deep and often inflamed by national academic traditions. The British professors seem to prefer the individual approach to research. Professor Charles Williams, the Cambridge historian, for example, is a strong opponent of the research approach.

Kohnstamm, who just extended his contract for the next three years, agrees that the Institute started on the wrong foot. "We didn't start with projects, we started with problems. The professor decided what he was interested in and he also decided himself to the interests of the students. So we started in the direction of the graduate school," he said.

There are no lectures. Research is conducted by their professors. Kohnstamm therefore points out that students whose theses do not



The Medici-built institute. Beautiful, but is it too remote?

fit into the framework of a seminar have already lost the benefit of the Institute.

These problems would be eliminated if both professors and students came to the Institute to work on a pre-selected project of mutual interest. However, such "centralized" projects would require a two-year preparatory period to allow the library to stock required material and the administration to make contact with professors and postgraduates interested in the theme.

While Mr Kohnstamm sees the Institute as "a place where post-graduate students and professors of different cultural backgrounds look at a problem together", other Institute members favour a more traditional research would be a blow to individualist researchers.

Professor Wilson, now heading the history department at the Institute, sees a danger of sacrificing the exceptional student with an "offbeat" speciality to a mediocre one who fits into a research scheme.

Professor Wilson believes there is a place for both centralized and individual projects. He has grouped three of his own individualists into a special seminar and tried to find a common basis for them.

But while he admits there are points of interdepartmental contact in research which could be fruitful, he rejects the concept of interdisciplinary projects.

On the other hand Professor Pierre Salmon, former economics dean at Dijon, France, is optimistic the Institute will make some valuable contributions on a long-term basis, working with centralized projects.

He favours a steering committee comprised of academics from various universities to set the themes and the use of experts, specialists and associate professors visiting the Institute to give guest seminars.

The post-graduates themselves are upset about the lack of identity. Dutchman Guido van den Bergh, who is researching Belgian law, says many researchers have already done advance work on their special areas only to discover once they arrive at the Institute that their theses do not fit into the selected projects of the professors.

There is, four too, that the Institute is becoming more Atlanticist than European-orientated in its aims and directives. It is felt more projects could be tailored to Europe-Third World relations rather than the traditional transatlantic links.

The current themes of the four departments include: History and civilization: The history of the North Sea from 1500 to the present day. The history of European integration.

Economics: International economic policy-making and Europe. The functioning of labour markets in the EEC member states.

Law: The evolution of individual rights and measures for their protection in different European countries. Uniform procedures for direct elections to the European Parliament. Access to justice as a fundamental right.

Political and social sciences: Recent changes in European party systems. The evolution of representative institutions. Central concepts employed in the western understanding of political experience.

Law and political sciences are also jointly working on the project "Uniform Procedures for Direct Elections to the European Parliament".

## Britain, Germany, America: whose funding system is best?

Henry Wasser reports from New York on a seminar on the problem of finance

Cautious optimism was the keynote of an international conference on the economics and financing of higher education held recently at the City University of New York.

Garth Williams, of the University of Lancaster, who was comparing notes with German and American academics, proposed that the income in British universities should be derived, roughly speaking, from three main sources: fees, payment for research and block grants.

Since a substantial part of British Government finances for universities had been shifted from block grants for institutions to subsidized fees for students, he believed a strong case should be made for shifting further funds from block grants towards the research councils, responsible for financing research undertakings.

Thus universities would be rewarded directly for the research of their staff.

Under the new fee arrangements universities most successful in attracting students would benefit; those most successful in attracting research funds would benefit from the Williams proposal.

University enrolments in Britain will begin to be affected from 1984 onwards from the decline in the birth rate in 1965 to 1975. Channelling funds, as Williams suggests, may be a more efficient and socially equitable way of deciding which institutions will prosper and which decline than a block grant system which treats all institutions, in some sense, equally.

In 1976, the Government, in determining block grants, had charged a level of fees amounting to 20 per cent rather than the previous 5 per cent of current income with the government increasing the student grants by an equivalent amount going directly to the universities.

The implications of this surprise decision led Williams in his paper to avoid the equity versus efficiency issue.

At the conference, sponsored by the university's Center of European Studies, Ulrich Teichler of the Max Planck Institute for Education Research in Berlin and the University of Kasel surveyed comparative research approaches to higher education and employment in West Germany and the United States.

One difference was the insignificance of prestige distinctions among German universities. More comparable was the academic bias in research, but the relationship between studies and occupation.

Munich's Institute for Social

Research has studied strategies within business, industrial, financial and government enterprises to utilize qualifications of graduates.

Its researchers established, for example, that in the field of mechanical engineering the number of highly qualified engineers has, on the whole, increased enormously without any corresponding economic growth. Moreover the proportion of engineers employed relative to other types of employees tends to vary considerably from enterprise to enterprise.

The more specific the professional qualifications, the more the graduates with the lower levels of education are able to define their own roles in the hierarchy of occupations in the enterprise.

Teichler concludes that in countries with a clear-cut prestige hierarchy colleges and universities, as in the United States and, to a certain extent, Britain, the prestigious institutions are not so directly affected by this development as is the rest of the system of higher education. But in West Germany where prestige differences hardly figure, all universities are almost equally involved.

Howard Bowen, of Claremont Graduate Center, and author of the recently published and already influential *Investment in Learning*, brought the conference, consisting mainly of faculty or former faculty, back to its immediate concern of educational compensation.

But first he presented the results of research on the cost side of the cost/benefit equation in higher education, foreseeing the possibility that the same results might be achieved at lesser cost.

Finding enormous variations in cost per student for comparable institutions, he declared that often fairly modest changes in modes of instruction would bring about great changes in cost without any obvious change in outcomes.

Bowen's report, part of a continuing study, was primarily on faculty and staff compensation since two-thirds to three-quarters of all instructional cost of higher education are wages, salaries and fringe benefits for faculty, administrators, other professionals and general science workers.

Contrary to expectations, higher educational unit costs in the United States have not risen year after year but rather, over long periods, have held steady or declined, whether in 1929-30 to 1949-50 or the 1970s.

For 1961-70 the compensation for academic faculty and staff increased by 6.83 per cent compared with 5.23 per cent for compensation of all civilian full-time employees. Then in 1970-75 the situation changed drastically—a 6.01 per cent increase compared to 8.07 per cent for all civilian full-time employees, and there has been no improvement since 1975.

Moreover, these boom periods did not offset the loss of ground in 1904-30, 1930-52, and 1970-75.

## THE HOLOCAUST

by MARTIN GILBERT

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Peter David meets the new CDP chairman

## A silent diplomat takes the helm as troubled waters loom

David Bethel, subtle and humane director of Leicester Polytechnic, takes over the helm of the Committee of Directors of Polytechnics at a critical moment in the history of the polytechnics. Their destinies have been thrown in the melting pot by the Oakes report and the great debate on the future of higher education. What emerges after the volatile brew has been shaken up depends largely on the political dexterity of the polytechnic directors.

In David Bethel the polytechnics have not chosen a raucous champion likely to go in for inspirational public posturing, but a quiet, somewhat aloof man who professes hard work and hard argument to noisy political declamation. Unique among directors, he comes from an art college background, but is firmly committed to a vision of the polytechnics as distinctive, and above all mature, institutions working alongside the universities.

Nor is he dependent about the uncertain future of higher education. If there is a demographic "hump", he believes, the polytechnics are less rather than more vulnerable than the universities. And he does not subscribe to the theory that in the past the polytechnics have "aped" their brother institutions: "If anything, the universities have sought to emulate many of the successful innovations of the polytechnics."

One of his first tasks as chairman of the CDP has been to formulate a tough polytechnic response to the Oakes report. He was not a member of the Oakes group and the CDP's response—an uncompromising bid for freedom from the local authorities—is bound to underline polytechnics' precarious position. But he is certain that the polytechnics are right to hold out for independence. "Our growing up period is over," he says. "Either we are now mature enough to manage our own

affairs or we shouldn't be in the game at all."

David Bethel's own growing-up was a curious mixture of interests in management, art and education. He left school at 16 and did a short stint as a management trainee for Lever Brothers before joining the wartime navy on "special services" in the Far East. Afterwards he was based in Singapore advising demobbing troops on their civilian careers. During leaves he spent most of his time looking at the art and architecture of the Indian subcontinent—work and pleasure which was to form the basis later of a thesis on Ceylonese art.

The qualified art and art teacher at the West of England College of Art and Bristol University, became head of graphic design and vice-principal of Stafford Art College and then spent 13 years—far too long—as vice principal and later principal of Coventry Art College. In 1969 he moved to Leicester Polytechnic and repeated the pattern of rapid promotions by being made director in 1973.

Despite his long association with and admiration for local government, he is adamant that local authorities are not the right agents to control polytechnics. The success of the institutions, he claims, have been achieved in spite rather than because of the maintained system. "Local authorities have never made a rational argument for their retention of control. They have always had to be persuaded to do so by the institutions. Local responsiveness is at the heart of the polytechnics which have been responsive; the local authorities have only been required to approve the funds." Nor does he believe in the "given" charters so that they can govern themselves. Local authorities and polytechnics have many interests in common—but no more so than polytechnics and universities. "Legitimate" areas of local government interest in

polytechnics—in teacher education and the needs of the local economy—should be dealt with by cooperative arrangements with the polytechnics but not through control.

But it is not part of the Bethel vision to merge universities and polytechnics. He believes, although some of the technological universities are little different from the polytechnics, the binary experiment has succeeded in creating a useful division in styles of higher education. The universities have adopted a "top-down" approach by examining the needs of the subject discipline and research and racking courses on as an afterthought. The polytechnics have adopted a student-oriented approach starting from personal and social needs and building on those. Research—the primary focus of university life—is regarded in polytechnics as a means of staff enrichment which will benefit students.

Although he is aware of the dangers of the demographic hump outlined in the Government discussion paper he is sanguine about the future of the polytechnics. He points out that because of the way polytechnic courses have grown out of specific social needs they have attracted a high proportion of mature students and will therefore be cushioned from the worst effects of the downturn in the number of 18-year-olds. If the decline comes—and the polytechnic directors do not believe the hump will be as pronounced as the Government expects—an enormous reservoir of educational needs remains to be plumbed. The polytechnics, David Bethel thinks, are best suited to explore these new requirements.

But the new chairman of the CDP is not blinkered about the needs of the rest of the system. He advocates a much stronger further education system, and for this reason wants the polytechnics to step



David Bethel: "The mind desecrates."

in so that institutes and colleges of higher education are not "deflected" from their further education objectives. Citing the example of regional management centres he says that degrees offered in other colleges ought to be directed by the academic boards of neighbouring polytechnics—a proposal which will evince mixed feelings from the newly established institutes. Local government, retentionists and academic drifters from new higher education colleges may well, therefore, view Mr Bethel's accession with alarm. But his clear and strong views about the future of higher education will not make an essentially quiet and pragmatic man into a pugilistic ideologue. He believes that the CDP should continue to influence policy in the way it has done in the past—by silent diplomacy and close private argument with local government, the DES and the Council for National Academic Awards.

He believes that the CDP is a remarkably strong group and higher education since polytechnic directors are both the chief academics and the chief executives of their huge institutions. It is David Bethel who played a key part in defeating one faction of directors last year who sought to bring local politicians into the CDP. He decided that he and Hill had one thing in common which they shared with the seveneenth-century Puritans. Of about Samuel Butler, he thought that their compound for sins they are inclined to by damning those they have a mind to."

Professor Hexter, in England from Yale last week to present six volumes on the 1628 Parliament to the Commons to commemorate the 350th anniversary of the Petition of Right, is a superbly informed and clear-headed man. He has retained his immunity for too long. "I had been disengaged from his way of writing history for a long time."

The review divided historians into two broad categories: lumpers and splitters. Splitters, he says, like to point out the divergence. They drink from systems and general rules. They do not mind untidiness. In the past, lumpers, on the other hand, have been the majority. They are the ones who have put themselves to the test of the record of the past. "I am a Splitter, clear cut," he says.

There is no way that an historian who spent 20 odd years examining the 15 instances in which Machiavelli used the words *stato in* in *Il Principe* is going to see eye to eye with an historian who proposes to examine in the same number of pages the uses of the words "reason" and "reasonableness", he once wrote.

The volumes presented to the Commons last week correspond well with his approach. On his historian, they cover the months from March to June of the 1628 Parliament and the beliefs that they provide a collection of all the evidence for that period.

Our aim was to provide a properly edited text for the maximum convenience of scholars. Until now a scholar who wanted to study the 1628 Parliament would have had to trawl through scattered repositories throughout this country, to Trinity College, Dublin and to the United States. The result of the labour of the team at the Yale Centre for the Study of the Seventeenth Century, that a scholar can now do all the research he needs in Greenland.

Professor Hexter has been at Yale for 14 years and the volumes have taken 12 to compile. His role has been to secure the funds—around \$300,000—from the national endowment. The story goes back much further to Justice John Nestle met Wallace Notestein, who only imperially could they be divided up the British parliament. They decided Nestle should do the Elizabethan ones and Notestein the early Stuarts.

## \$150 put Jack of all historian trades in business

Judith Judd interviews Professor Jack Hexter of Yale University who last week presented six volumes on the 1628 Parliament to the Commons

Professor Jack Hexter looks too benevolent to be a man with a reputation for controversy. His reputation as the scourge of his fellow historians surprises him. "I consider myself a model of moderation," he says, though with enough of an implacable glint in his eye to suggest otherwise.

His fearlessness in academic combat is unquestioned. Eighteen months ago the columns of *The Times Literary Supplement* reverberated with the controversy which erupted following his review of Christopher Hill's *Change and Continuity in Seventeenth Century England*. Even by TLS standards the remarks were remarkable for their ferocity.

Professor Hexter opened the fight with elegant acidity. Commenting on the quantity and range of Hill's work he wrote: "A government more delicately attuned than that of Britain to the virtues of productivity would surely have bestowed on Dr Hill some suitable and appropriate honour and the accolade of a House of Labour perhaps."

Hill and his supporters were stung into fury. Hill said that if he was cheating, so was Hexter. Richard Cooley even commented to Hexter that month "On the sin of pride." Hexter decided that he and Hill had one thing in common which they shared with the seveneenth-century Puritans. Of about Samuel Butler, he thought that their compound for sins they are inclined to by damning those they have a mind to."

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## Poly directors seek overall statement of government policy

A positive announcement on future policy for the higher education sector is required before any action is taken to implement the Oakes report, according to the Committee of Directors of Polytechnics.

Last week the CDP published its response to Oakes, and urged Mrs Williams, Secretary of State for Education and Science, not to proceed with one of the report's major recommendations—that a shadow national body should be created for the public sector.

In first seeking a policy statement on the whole higher education sector, the CDP says: "We have welcomed a number of the recommendations and believe that their implementation would represent a major advance in the national planning of higher education in the maintained sector. We have also expressed concern on a number of matters which require further consultation and clarification."

"Much more detailed work needs to be done before the report is implemented. For this reason, we hope that the Secretary of State will not accept the recommendation to establish 'on a shadow basis' a national body until the necessary consultations have been completed. Any shadow arrangement should await the stage when the preparation for the enactment of legislation is nearer completion."

"The steps taken to implement the proposals need to be preceded by a positive affirmation of policy by the Secretary of State for the development of higher education as a whole, setting out clearly what form of higher education the national body should be seeking to develop if the national body is to assist in the development of policy rather than to perform a limited watchdog role."

Advocating role definition for the three groups of institutions—offering higher education courses—the traditional universities—the technological universities and polytechnics and other colleges—the

CDP says: "We expect that this would be dealt with in the policy statement we seek prior to any steps being taken to implement the proposals in the report. Role definitions would clarify the role of the polytechnics, the differing types of universities and other colleges in vocational education, community-orientated studies and continuing education, and the emphasis which should be placed on part-time study, post-graduate courses and research. Without such guidance it cannot be expected that any new system of higher education can be developed by an implementation of the report, or that the worthwhile proposals of the report will yield their full potential."

In examining events leading up to production of the Oakes report, the response reveals a mythology that there has been little scrutiny of the budgets of major institutions.

"The polytechnics can find no hard evidence to sustain this charge which has never been investigated publicly," it says.

In looking at the pooling system, the CDP concludes: "We believe the pooling system, as presently administered, has not been abused by the institutions or by the maintaining local authorities, but has been a timely mechanism to use during a period of remarkable development for higher education in the non-university sector."

Commenting on the more general issues raised by the report, the response states that polytechnics value their local connections and are anxious to develop them. But it adds: "The involvement of local authority, however, is not synonymous with the control of, or with 'maintaining' the polytechnics."

ensures proper links with both the local authority and with the world of employment.

"Local authority control is not based on a detailed knowledge of the institutions and it is difficult to see who benefits from the present form of control and 'maintained' status. We look for national planning and financing, strong links with industry and other employment, partnership links with the local authority, but accountability and local control vested in the governing body. This accountability should be to a national body which, in turn, is accountable to Parliament through the Secretary of State."

The response goes on to denounce the present pooling system supported by funding through the rate support grant as inefficient and argues that polytechnics should be made accountable directly to the proposed national body through the adoption of corporate status.

Giving a general welcome to the suggested national body, the CDP does report its reservations on the proposal.

Nothing that is members, according to the Oakes report, "must be free to form their own judgments and to serve in a personal capacity the requests and points of view of the institutions. It is this conflict with the latter recommendation of special reserve powers for local authority representatives and the power of appeal to the Secretary of State."

The response is critical of the role of the national body which, as it sees it, will be "wholly concerned with only one of the inputs needed in the maintained sector of higher education, namely finance". It is also insistent that there should be strong academic representation in the sub-committee.

"If the decisions of the national body are to be soundly based on educational and academic criteria, there will need to be a sub-committee structure which is representative of academic interests. This need is separate from the need for

a liaison between the polytechnic and the universities, and must provide expert advice to the national body. Here we stress that the decisions of the national body must command the confidence of the institutions. This confidence can only be maintained by establishing that the decisions have academic credibility and are not concerned solely with a division of the total finance available."

Comparing the membership of the University Grants Committee, with its 20 per cent academic representation, to the broader membership of the new body, the CDP adds: "We expect that the national body will need specialist academic inputs which we see coming from a sub-committee structure with a membership drawn almost wholly from those responsible for teaching and maintaining academic standards."

On the system of modified pooling suggested in the Oakes report, the CDP has "serious misgivings". Only a direct grant system would provide an "uncomplicated, economic and accountable" arrangement, the response says.

There is a welcome for improved coordination with the university sector. The document says: "The national determination of the global sum allocated to higher education must be related to national policy on low higher education development. The effective development of the work in both sectors will require a liaison group of the polytechnics and the universities with real powers. At present each university can promote its own development while polytechnics, with a remit to be responsive to needs, have to convince a range of bodies before a new course can be offered. Implementation of the report may ease these constraints, but energy-consuming procedures, but there remains a need to coordinate and plan higher education as a whole."

Dealing with management at local level, the report also welcomes the report's recognition that there has not been uniform treatment of institutions. Undertaking similar work: "We have been particularly

concerned that the salaries of senior teaching staff have been related arbitrarily to the individual local authority's grading rather than to comparable responsibilities in similar institutions."

There is concern that the advocates of the continuation of "cumbrous" regional advisory committees. "We see no real reason for an advisory organization for teaching and do not believe this function should be used to sustain a regional organization for higher education in the non-university sector."

There may be advantage in the coordination of regional further education work to obviate duplication of resources. We expect that duplication of resources for higher education in the non-university sector will be minimal.

If a regional dimension required by the national body should move appropriately to be supported by the regional economic development councils rather than by regional advisory councils.

"It is in the even more remote future that we would see the formation of the coordinating of regional advisory councils, and we would see them as the regional agents of the national body, with the role of monitoring and not being concerned with financial control or allocation."

"The CDP is conscious that higher education in the non-university sector has suffered from a multiplicity of levels and agents of control which has led to increasing energy sapping processes, detracting from the provision of energy to more profound educational issues in need of attention and clarification."

"We see the national body as an intermediary layer; if and when this is introduced, the regional body should disappear and the national body should seek to consolidate and simplify the other inputs."

lot. Nestle opted for a more general history and the project fell into disarray. As Nestle's history teacher read out his name along with a number of others who had been chosen to go to another high school to take some tests, Jack Hexter noted tests, but he also hated the history teacher. He had never intended to go to college, but he took the tests and won a scholarship for \$150. "In my family if you won a scholarship for \$150 you took it."

His father, with his usual imprudence, suggested engineering, though it was the year before the great crash. Engineering, in any case, was not a success. "I had the highest rate of breakages of engineering apparatus ever recorded." He decided to change to the liberal arts and to concentrate on English. "I was pretty good at it but I felt that a subject in which it was so easy to con the public had some weaknesses." His worst subject was history, so he went to graduate school at Harvard to study that.

When he came out in 1937 "it was not a vintage year for academic jobs". He was on the dole for two years. The first he spent

visiting England on the grounds that it was as easy to be on the dole here as in America. The second he spent writing *The Reign of King Pym*, which is still in print and which sold 51 copies last year. In 1939 he began his first job at Queens College, New York, where he stayed for 18 years.

He says that as an historian he is a jack of all trades. He has done social history, political history and the history of ideas. He describes himself as ecumenical in his view of the use of other disciplines by the historian.

As his own pungent style suggests, he puts English literature high on the list of things every historian should know. "Yale has a superb history department and five of them took their degrees in English literature. Getting the right phrase at the right time is indispensable for a proper and accurate statement of what you have in mind."

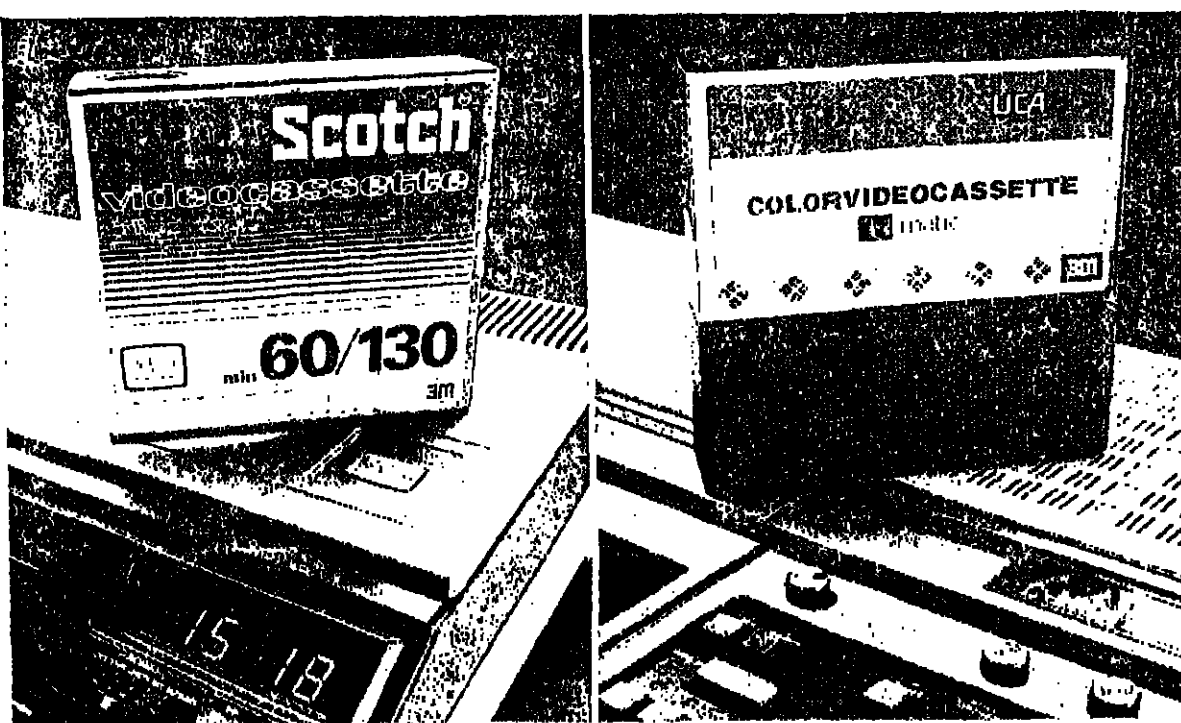
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Routledge & Kegan Paul, £6.50 and £3.95  
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With the introduction this year of national superannuation and the final establishment next year of a new system of children's allowances, the age of the "Beveridge revolution" has passed. For a time after 1948 it could be assumed that Beveridge had provided the right bases for social policy, but since the late fifties interest in policy and practice, and concern at their evident inadequacies, have grown apace, prompting, among many activities, a steady flow of publications in history, social administration and sociology to which these books are the latest additions.

Beveridge aimed to attack want, but not to ensure more than subsistence, and in this he was true to long-established tradition, though more generous. There have always been the fear that social benefits might provide more than work earned, and their levels had been regulated accordingly. How, for instance, low wages affected the twenty-year discussion of children's allowances before their introduction in 1945 is well brought out in John McNicol's chapter on "Family Allowances and Less Eligibility" in *The Origins of British Social Policy*. Unfortunately the book itself hardly lives up to its title. It is, in fact, a mixed bag of papers, all of them interesting and well supported by research, but too varied in subject and approach to form a true symposium. Pat Thane as editor deserves the broad path of social betterment approach to the history of social policy as a kind of Whiggism, but draws attention to the many constraints of attitude, intention, finance and "the sheer immensity" of problems which ultimately determined policy. Professor McCord takes up these points and illustrates them from north-eastern experience. He shows, for example, the concern of ratepayers—far from well-off themselves—about social expenditure, a point of particular importance in the depressed twenties. Suspicions of

"scrounging", which are still with us, are of long standing.

The intentions often underlying proposals and practices are examined in John Brown's paper on "social control" and J.R. May's on employers' attitudes, while there are also useful studies of "Populism" in poor relief, the debate over non-contributory as against contributory pensions, and the operation of workhouses in the period from 1890 to 1929. The last rightly draws attention to the problems of institutional treatment familiar enough today. Standing somewhat apart is J.H. Treble's contribution on Glasgow between 1890 and 1905, which both fills out Beveridge's early analysis of the varied causes of unemployment and reveals the attitudes which affected its treatment. In all, the book, the outcome of a conference financed by the Social Science Research Council, illustrates the importance of detailed and local studies towards the better understanding of the development and working of social policy, though when put together they need more of a unifying theme.

The origins of policy are more obviously the concern of Eric Evans' *Social Policy, 1830-1914*, which in some 170 well-chosen extracts traces them from laissez-faire and individualism to the beginnings of national insurance. For convenience he divides the documents into three stages, each with subject subdivisions, and these have their own explanatory introductions, while a general introduction offers suggestive guidance through the whole collection. Inevitably, additions could be suggested, though the only serious gap would seem to be the impact on the 1834 Poor Law of the new phenomenon of periodic industrial unemployment.

A second edition might reconsider the view that the 1851 Housing Act was only "largely" unsuccessful, and not overlook the significance for London of the 1903 Act, while it should note that under the 1908 Old Age Pensions Act married couples received 10s, not 7s 6d. A misprint gives an unusual impression of the formalities of workhouse life: Will Crooks, we are told, hired bakers to teach inmates the system of bread-baking, a happy touch. However, the extracts, itself well indicating the wide range of the collection, which should contribute much to students' understanding of the long slow process of social reform.

Maurice Bruce

### First-hand experience

Diary of a Student Social Worker  
by Jane Sparrow  
Routledge & Kegan Paul, £4.95  
ISBN 0 7100 8857 4

This book describes, in the form of a daily diary, the author's experience as a student social worker on placement in a pre-1963 children's department. Readers of her earlier book, *Diary of a Delinquent Episode*, will recall the devastating honesty with which she described the stresses, crises, and occasional satisfactions of working in a residential farm school for disturbed and delinquent city girls, and her brave but compromised compromises with her colleagues, employers and others.

This second diary is full of the same near-ironical and sharp observation. We are offered a view of social work in a children's department as seen by the most lively and resourceful of students. This is not a common perspective for the general reader, who must be content with more official and conventional presentations of social work, and it is to be welcomed as a useful addition to social work literature.

Jane Sparrow gives us not so much a series of case studies as a number of vignettes, well-observed and skilfully drawn. At times the writing is moving, constantly through an ever-changing series of crises, particularly meetings, interviews and interviews. A series of case studies in which it is difficult to identify who is the subject and who the practitioner.

Nancy Burton

## SOCIAL WORK PRACTICE UNDER CAPITALISM

A Marxist Approach  
Paul Corrigan and Peter Leonard

Critical Texts in Social Work and the Welfare State series  
General Editor: Peter Leonard

The aim of this book is to relate Marxist theory to the day to day practice and politics of social welfare.  
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### Theoretical Perspectives on Welfare

Ramesh Mishra

The first systematic study of the relationship between social administration and sociology, which puts forward challenging hypotheses concerning the development and consequences of the welfare state in capitalist society.  
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## WHY THE POOR PAY MORE

Edited by Frances Williams

Experts in housing, money management, planning, social security and health services, education and law look at the detriment suffered by consumers who are poor, and make suggestions for policy changes.  
paperback £2.95

## INTRODUCTION TO THE SOCIAL SERVICES

Third Edition

William E. Baugh

A thoroughly revised and up-to-date edition of this established survey of the social services in the U.K., covering their development, present organisation and special problems.  
paperback £1.95

## LUKE STREET

Housing Policy, Conflict and the Creation of the Delinquent Area  
Owen Gill

'Luke Street' is the pseudonym for a real area in a large British city... a powerful case-study, which unashamedly gets down to what inner-city problems mean in individual terms. —Nick Pinnis, *Municipal and Public Service Journal*  
hardcover £10.00  
paperback £3.50

All prices quoted are U.K. prices.  
For further information on any of these titles, please contact Rosemary David (THES), The Macmillan Press, Little Essex Street, London WC2R 3LP.



Basel Blackwell and Martin Robertson

## ASPECTS OF SOCIAL POLICY SERIES

(General Editor: J. P. Martin)

To be published in August

THE SOCIAL CONTEXT OF HEALTH CARE

Paul Brewley, Jane Gibbons, Agnes Miller, Leta Toplis and Graham Wondra

This book promotes an understanding of the interaction between health care and social factors to counterbalance the prevalent medical/clinical view of health care. It draws on medical sociology to illuminate the social meanings of illness and examines the organisation and delivery of health care. This provides a theoretical framework for an analysis of three particular groups of people: the disabled, the mentally ill and the elderly. About £5.50 hardback, about £3.50 paperback.

## HEALTH SERVICE REORGANISATION

The Cost of Administrative Change  
R. G. S. Brown

This book arises out of a large-scale research project on the process of reorganising the National Health Service and was written because of the author's deep concern at the readiness of both politicians and academics to advocate administrative change as a solution to policy problems without any adequate consideration of the problems and costs that change itself involves. About £8.95.

## ALTERNATIVE STRATEGIES FOR COPING WITH CRIME

Norman Tait (Editor)

The wide range of alternative strategies for treating offenders developed in Britain, Europe and the USA is presented and assessed in this collection of original work. Contributors place their studies in a conceptual framework which relates the method of treatment to a comprehensive social policy. About £10.00 hardback, about £3.95 paperback.

Just published

## THE POVERTY BUSINESS

Britalia and America

Joan M. Higgins

This book deals with the use of welfare as a means of social control, as illustrated by four 'demonstration projects'. The author looks at the political and intellectual climate from which these projects emerged and discusses their objectives and the strategies they used to reach their ends. £7.95.

## THE ORGANIZATION OF SOVIET MEDICAL CARE

Michael Ryan

This study describes and analyses the salient organizational features and major strategies of the system of Soviet medical care as it has operated since 1929, with particular emphasis on more recent problems and progress. £7.95.

## Other titles in this series

### SOCIAL POLICY

A Survey of Recent Developments  
Michael R. Cooper (Editor)  
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Leif Packman

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Eda Toplis

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### EFFICIENCY IN THE SOCIAL SERVICES

Rita Williams and Robert Anderson

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Basel Blackwell

and Martin Robertson

100 Cowley Road, Oxford

## BOOKS

### System analysis

Administrative Justice and the Unemployed  
by J. Fulbrook  
Mansell, £11.00  
ISBN 0 7201 0555 2

Fulbrook's study is divided into three parts. The first outlines sources of state financial assistance for the unemployed, inevitably concentrating on national insurance and supplementary benefits. Essentially, Fulbrook presents a description of the current position and offers considerable detail on the way the system works. While such description is valuable it is a pity that it could not have been more up to date. Many of the figures quoted relate to the early 1970s and virtually nothing published after 1975 is referred to. One is acutely aware of the delay between collecting material for a book and publication, yet in this area, where figures and descriptions are so quickly out of date, it perhaps means that monograph publication is not the most suitable way of disseminating information.

The second part of the book consists of a history of social security in Britain. It takes readers from the fourteenth century, through the Poor Law and the "Beveridge Watershed" to the 1970s. Few new ideas are presented and little original material is contributed, yet as a summary of developments and clear identifier of trends, this part of the book undoubtedly has merit. It is exceptionally well documented and the three chapters which make up this part have over 600 footnotes between them.

The third part of the book examines the operation of national insurance and social security appeal tribunals in Britain today. The author presents information from his own studies of appeal tribunals, but he also uses the results of other research effectively. The fact that he has to rely on a fairly limited number of sources is a pity, but additional evidence (principally Bell's study and those conducted

by the Child Poverty Action Group) is a reflection more on the paucity of research in this area than on Fulbrook's suggestions.

Fulbrook suggests, in conclusion, that the appeal tribunal system would be improved if it were made more legally responsive and if appellants were legally represented. In some ways this was the least satisfactory part of the book. Fulbrook recognizes that it "would of course be unparadoxical if, in bringing lawyers more fully into the tribunal process, no adjustment were made to the way in which they traditionally think and work," but fails to convince that this adjustment would necessarily occur.

Further, Fulbrook is less than convincing when dealing with the problems of excessive formality and rigidity that could result from making tribunals more legally responsive. Similarly, his discussion of discretion in the Supplementary Benefits Commission is far too brief. He challenges Olive Stevenson's position on discretion and the publication of the SBC's "A" code but could have expanded his arguments more.

On the other hand, some of Fulbrook's suggestions for changes in the detail of the system are worthy of further investigation. His plans for a second appeal body for SBC claimants and for closer integration of supplementary benefits and national insurance appeals systems are not original but they are well argued and should command considerable support.

Fulbrook is a barrister and lecturer in law. His background and training are well evidenced in the style of this book and the kind of approach taken. Many may find his study less than fully satisfactory and the links between the history and the other sections could have been stronger. Yet despite its limitations the book is well worth consulting by those interested in this important but relatively under-researched subject.

Michael P. Jackson

### An ageing society

The Social Challenge of Ageing  
Edited by David Hodgman  
Croom Helm, £8.95  
ISBN 0 85664 428 5

If it is true that the First World War paradoxically helped life expectancy to rise in the general population at a time when family size was falling, some of the long-term implications are only now becoming apparent. They include a general ageing of the population structure and a dramatic projected increase in the very elderly over the next two decades. Extrapolating current trends might suggest the virtual disappearance of health services for the elderly in 1990, and though on political grounds this is a prediction most unlikely to succeed it generates sufficient discomfort for policy-makers to think hard about planning for an ageing society.

The groundswell of a changing awareness can be seen in the readiness of researchers to develop an interest in old age, the increased willingness of central government to fund projects investigating aspects of provision for the elderly and the growing number of courses for students of social work, medicine, even architecture, to include an element of gerontology. Reflecting this trend *The Social Challenge of Ageing* claims to provide a multidisciplinary textbook, for medical, social work, clergy and other students in the caring professions as well as for planners and architects whose decisions affect the lives of the elderly. But even if there is a need for a textbook, this one will not do.

Apart from an electrifying chapter by Brocklehurst on health, a chapter on social work by Brewley and one on mental illness by Whitehead, the content was far from interesting. If the second chapter, about the role of religion and the clergy by Gaine to a variety of chapters which are often mundane, misleadingly titled, unrelated to one another and unwelcome to the target readership. Hawthorn's

chapter on ageing in Western society is mainly about the United States and concentrates on the intersection of an ageing population with an energy crisis at the turn of the century. He suggests that colonies of middle-class and upper working-class elderly couples might be formed on the outskirts of big cities, with gardens, orchards and small dairies.

The basic theme, however, is an important one. If Hawthorn's is the keynote chapter it is odd that no subsequent writer spends any time on the energy crisis, not even in the chapter which turns out to be about Japan, despite that country's precarious energy dependency.

This heightens my suspicion that a variable hotchpotch of chapters has been bundled together with little editorial conception or control. Another striking feature is that the material in the second half is highly anglicized and unlikely to be of great interest to an overseas readership. Yet English readers equally will have difficulty raising more than polite interest in the turgid introductory material and will be frustrated by the absence of first-rate British investigative studies. Since the book seems destined to sink without trace it is a pity if the better writing disappears with it. Brocklehurst's essay should be mandatory reading for students interested in the elderly, not only for its content, but for its lucidity and verve.

Several of the authors assert that doctors, nurses, social workers and students hold stereotypes about the elderly and think that working with old people will be uninviting and unrewarding. These stereotypes are highly likely to change unless they are provided with reading material which is incisive, intellectually demanding and bursting with ideas. A book like this one, often tedious, prescriptive, halfhearted and irrelevant, is likely to confirm their worst prejudices.

Graham Fentell

## Studies in Social Policy and Welfare

### Old and Cold

MALCOLM WICKS

The results of a major study of hypothermia and cold conditions. Based on an inter-disciplinary enquiry, it analyses findings about the social circumstances and body environmental temperatures of a national sample of over a thousand old people. £8.00 net

### Violence and the Social Services in Northern Ireland

Edited by JOHN DARBY and ARTHUR WILLIAMSON

An assessment of the effects of sustained violence across a wide range of social services—including education, housing, planning and the personal social services. £7.50 net

### Juvenile Justice?

ALLISON MORRIS and M. McISAAC

The authors question the application of social welfare principles to children who offend and present the alternative principles of economy, humanity and punishment. Cambridge Studies in Criminology £7.50 net

### Survey Research Practice

GERALD HOINVILLE and ROGER JOWELL, with Associates, Social and Community Planning Research

"This is a fine book, giving an accurate feel of what surveys actually involve... Armed with this book, one could delegate interviewing to an outside organisation with some grasp as to what one could ask. The book has the great advantage that it does not deal with any particular types of academic discipline's examples; if you're dealing with surveys or touching about them, there's no excusing a look at this book — I feel it will be useful for many."

Quantitative Sociology Newsletter cited £6.50 net paper £2.50 net



Heinemann Educational Books  
48 Charles Street, London W1X 8AH.

# The Personal Social Services

Eric Sainsbury

Professor of Social Administration at the University of Sheffield

A unique guide to the functions and administration of the personal social services in the U.K. Professor Sainsbury outlines, and links together, certain issues and trends in social policy, the activities of local services, and the theory and practice of social work. This succinct account of these social provisions will be invaluable for diploma, first degree and higher degree students.

"The accuracy of this book and the necessity for its appearance are beyond dispute... a most valuable contribution to our understanding of the structure and functioning of the personal social services... Social Services Quarterly cannot fail to stimulate every thoughtful reader to engage in further serious study of these matters... Community Care."

1977/Cased/268pp/ISBN 0 273 0097 2/Cat. No. 1988/62/£4.95

LECTURERS write for inspection copies to Inspection Copy Department, Pitman Publishing Limited, 39 Parker Street, London WC2B 9PB.

## Pitman

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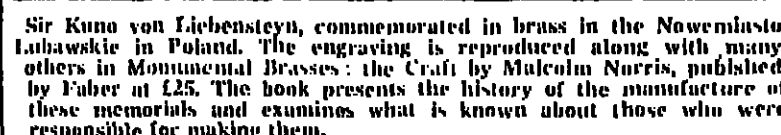
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# BOOKS

## Transcendent nationalism

**Meghnad Desai**



Sir Kuno von Liebenstein, commemorated in brass in the Nowemlasto Lubawskie in Poland. The engraving is reproduced along with many others in *Monumental Brasses: the Craft by Malcolm Norris*, published by Faber at £25. The book presents the history of the manufacture of these memorials and examines what is known about those who were responsible for making them.

It was established in 1958.

**Abstract**

\* On understanding of wave propagation

page 117 physics students to see machine

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## P. E. Russell

\* On understanding of wave propagation

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## Universities continued

THE UNIVERSITY OF LANCASTER  
DEPARTMENT OF GEOGRAPHY

Applications are invited for appointment to an additional lectureship in the Department of Geography, the post to be taken up in 1978. The Department can accommodate a wide range of interests, but one or more of the following fields would be particularly welcome—geography of tertiary activities; application of quantitative methods to geographical problems; population geography; resource management; humanistic approaches to geography; cartography; teaching and/or research interests in a region outside the British Isles and/or an additional, but not an essential, recommendation.

Salary on scale, £3,600 to £7,300.

Further particulars may be obtained (quoting reference 161/C) from the Establishment Office, University of Lancaster, Lancaster LA1 4YW, to whom applications (five copies) naming three referees should be sent not later than July 7, 1978.

UNIVERSITY OF GLASGOW  
LECTURESHIP IN  
SOCIOLOGY

Applications are invited for a lectureship in the Department of Sociology at this University.

The salary placement will initially be within the range £3,600-£5,250 per annum of the Lecturers' scale of £3,600-£7,200 per annum. Placement will be dependent upon qualifications and experience. Appropriate Supervision Scheme will be available.

Further particulars may be had from the Secretary of the University Court (Room 18) The University of Glasgow, Glasgow G12 9QZ, to whom applications (three copies) naming three referees should be sent not later than July 7, 1978.

In reply please quote Ref. No. 41627.

UNIVERSITY OF WALES  
CIVIL ENGINEERING  
AND BUILDING  
TECHNOLOGY

LECTURER  
(Civil Engineering)

RESEARCH ASSISTANT/  
ASSOCIATE  
(preferably degree in Civil  
Engineering)

DEMONSTRATOR  
(expected to work for  
geotechnical engineering)

APPLIED PSYCHOLOGY  
TEMPORARY LECTURER  
(two years)

preference occupational  
psychology and/or  
ergonomics

Lecturers: £3,600 to £7,300  
Research Assistant/  
(Range 1B)  
£2,800 to £4,000  
Research Associate  
(Range 1A)  
£3,600 to £5,175  
Demonstrator  
£3,100 to £3,425; £3,600

Requests (quoting Post and  
Ref. THES) for details and  
application form to  
Personnel Section  
(Academic), UWIST, Cardiff  
CF1 3NF  
Closing Date: 7 July 1978

UNIVERSITY OF  
STRATHCLYDE

Applications are invited for the post of RSN WRH  
FILLIPIAN and RENAISSANCE  
ASSISTANT in the DEPART-  
MENT OF PSYCHOLOGY to  
work as members of a team  
investigating early adult  
development, with particular reference  
to the analysis of participant  
communication. The unit is  
part of a programme financed  
by SRC up to 1982.

For the post of Research Fellow  
experience of conducting own  
research is essential. An ability  
to supervise junior re-  
search staff. Research Fellow  
to be given to postgraduate candidates  
who have worked in the field  
of developmental psychology,  
human biology, or psycho-  
linguistic development.

Salary scales: Research Fellow  
Range 1A of the national salary  
structure, £3,600 to £7,300  
Research Assistant, £2,800 to  
£4,000; Research Associate,  
£3,600 to £5,175.

Further particulars and applica-  
tion forms may be obtained  
from the Academic Registrar,  
University of Strathclyde, At-  
tention: Recruitment, 154  
George Street, Glasgow G1 1LN  
or from the names of referees  
from whom further details can  
be obtained. Date of applica-  
tion: 10 July 1978. Closing  
date for both posts by 10  
July, but preferably October,  
1978.

ULSTER  
THE NEW UNIVERSITYLECTURESHIP  
FILM STUDIES

Applications are invited for a full-time lectureship which is tenable from October 1, 1978. The person appointed will be required to teach film studies in the new communication studies programme.

The teaching duties will also include attention to the practice and theory of film criticism. Courses in practical criticism, the development of narrative film, genre and the work of selected directors are envisaged.

Salary: £3,600 to £7,300  
per annum (with FRSU/  
USS).

Further particulars may be obtained from The Registrar, The New University of Ulster, Coleraine, N. Ireland (quoting reference 78/186) to whom applications, including the names and addresses of three referees, should be sent not later than July 7, 1978.

LOUGHBOROUGH  
UNIVERSITY  
OF TECHNOLOGYLECTURER  
IN COMPUTING

Applications are invited for the post of Lecturer in the Department of Computer Studies. An interest in business and management information systems, microprocessor applications or mathematical software is required and some experience in industrial or commercial environment would be preferred.

Salary will scale £3,600 to £7,300 per annum. The person appointed will be required to teach first year students (two copies), with curriculum vitae and naming three referees, should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants residing in the UK should send one copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0EP. Further details may be obtained from either address.

Applications are invited for a lectureship in Old Testament and Intertestamental Studies, and an assistant lecturer in modern religious thought (candidates should have worked in the philosophy or history of religion, or in the history of religious thought); both appointments are for three years, with possibility of reappointment; for the Lecturer to the retiring age, for the Assistant Lecturer for two years. Salary scale, £3,050 to £7,780. For reappointment, for the Lecturer to the retiring age, for the Assistant Lecturer for two years. Salary scale, £3,050 to £4,831 for Assistant Lecturer.

Further particulars and application forms may be obtained from the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants residing in the UK should send one copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0EP. Further details may be obtained from either address.

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Further particulars and application forms may be obtained from the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Applicants residing in the UK should send one copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0EP. Further details may be obtained from either address.

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UNIVERSITY COLLEGE  
CORKFellowship  
in Dental  
Materials  
Science

This Fellowship is held attached with a view to enabling the holder to pursue a postgraduate course in Materials Science in the Department of Dental Materials Science in the University of Cork.

Applicants are invited from graduates, preferably in Chemistry, Engineering, Metallurgy or a physical science.

The value of the Fellowship will be £2,500 plus university fees.

Applicants should submit with their application a curriculum vitae and the names of three referees. Applications should be sent to the Registrar, University of Cork, 100, St. Patrick's Street, Cork, Ireland, not later than July 7, 1978.

Belfast  
The Queen's UniversityLECTURESHIP IN  
IRISH HISTORY

A new lectureship is available in the Department of History, Belfast, for one year commencing in 1978. The successful applicant will be required to teach Irish history in the Department of History, Belfast, for one year commencing in 1978. The successful applicant will be required to teach Irish history in the Department of History, Belfast, for one year commencing in 1978.

Further particulars may be obtained from the Registrar, The Queen's University of Belfast, 97, Victoria Road, Belfast, Northern Ireland, not later than July 7, 1978.

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LOUGHBOROUGH  
UNIVERSITY OF  
TECHNOLOGYMATHEMATICS  
RESEARCH

Applications are invited from suitably qualified mathematicians for a full-time research post in the Department of Mathematics in the University of Loughborough. The successful applicant will be required to carry out research in the field of mathematical physics, and to teach mathematics in the Department of Mathematics in the University of Loughborough.

Applicants should submit with their application a curriculum vitae and the names of three referees. Applications should be sent to the Registrar, University of Loughborough, Loughborough, Leicestershire, not later than July 7, 1978.

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THE CHINESE UNIVERSITY  
OF HONG KONGProfessorship  
Readership in  
Geography

Applications are invited for a full-time professorship or readership in the Department of Geography in the Chinese University of Hong Kong. The successful applicant will be required to carry out research in the field of geographical studies, and to teach geography in the Department of Geography in the Chinese University of Hong Kong.

Applicants should submit with their application a curriculum vitae and the names of three referees. Applications should be sent to the Registrar, Chinese University of Hong Kong, Shatin, N.T., Hong Kong, not later than July 7, 1978.

Further particulars may be obtained from the Registrar, Chinese University of Hong Kong, Shatin, N.T., Hong Kong, not later than July 7, 1978.

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## Universities continued

DURHAM  
THE UNIVERSITY

Applications are invited from suitably qualified mathematicians for a full-time research post in the Department of Mathematics in the University of Durham. The successful applicant will be required to carry out research in the field of mathematical physics, and to teach mathematics in the Department of Mathematics in the University of Durham.

Applicants should submit with their application a curriculum vitae and the names of three referees. Applications should be sent to the Registrar, University of Durham, Durham, not later than July 7, 1978.

Further particulars may be obtained from the Registrar, University of Durham, Durham, not later than July 7, 1978.

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LANCASTER  
THE UNIVERSITYApplications are invited for a  
LECTURESHIP IN  
MATHEMATICS

Applications are invited for a full-time lectureship in the Department of Mathematics in the University of Lancaster. The successful applicant will be required to carry out research in the field of mathematical physics, and to teach mathematics in the Department of Mathematics in the University of Lancaster.

Applicants should submit with their application a curriculum vitae and the names of three referees. Applications should be sent to the Registrar, University of Lancaster, Lancaster, not later than July 7, 1978.

Further particulars may be obtained from the Registrar, University of Lancaster, Lancaster, not later than July 7, 1978.

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LEICESTER  
THE UNIVERSITYApplications are invited for a  
LECTURESHIP IN  
MATHEMATICS







**Polytechnics continued**

**The Polytechnic of North London**

**FACULTY OF HUMANITIES**

Department of History, Philosophy and European Studies

**HEAD OF DEPARTMENT**

This vacancy arises through the appointment of Dr Robert Strickland to the Chair of International Relations at the University of Warwick. Salary scale (Grade V) £8,643 to £9,603, subject to formal approval (plus £402 London Allowance).

Further information and application form may be obtained from the Clerk to the Governors, The Polytechnic of North London, Holloway Road, N7 8DB.

Closing date for applications: 5th July, 1978.

**Leeds Polytechnic**

School of Health and Applied Sciences

**LECTURER II IN NUTRITION AND DIETETICS**

Applications are invited from State Registered Dietitians, who have recent clinical experience, to join a team involved in the teaching of degree and diploma students. It is anticipated that the successful applicant will undertake research in the section, which will also assist in the development of student projects. The post will also carry responsibility for certain clinical aspects of the course.

Salary scale: £4,101-£8,558.

Details from: The Services Officer (D.13), Leeds Polytechnic, Calverley Street, Leeds LS1 4HE. Tel: 0532 482923. Closing date: July 8, 1978. Please enclose S.A.E.

**LIVERPOOL**

**THE POLYTECHNIC**

**DEPARTMENT OF MATHEMATICS**

**PHILIPPS LECTURER**

Applications should have a sound knowledge and experience of the teaching of mathematics at the postgraduate level. It is anticipated that the successful applicant will be responsible for the teaching of students in the Department of Mathematics, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Mathematics, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Mathematics, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**LONDON, W.1**

**POLYTECHNIC OF CENTRAL LONDON**

**SCHOOL OF SOCIAL SCIENCES**

**LECTURER II IN ACCOUNTING AND FINANCE**

Applications are invited from persons with a B.A. or equivalent qualification in Accounting and Finance, and with at least five years' experience in the field. The successful applicant will be responsible for the teaching of students in the Department of Accounting and Finance, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Accounting and Finance, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**LONDON**

**NORTH EAST LONDON POLYTECHNIC**

**FACULTY OF BUSINESS**

**ADMINISTRATIVE ASSISTANT**

Applications are invited from persons with a B.A. or equivalent qualification in Business Administration, and with at least five years' experience in the field. The successful applicant will be responsible for the administrative work of the Faculty of Business, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Faculty of Business, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**oxford polytechnic**

Applications are invited for the following Lectureships—Senior Lectureships: (Salary £4101—(bar)—£7572)

**Department of Biology in Cell Physiology and Histology**

**Department of Social Studies in Experimental Psychology**

Applications, including a curriculum vitae and the names and addresses of three referees, should be sent to the head of the appropriate department, Oxford Polytechnic, Oxford OX3 0BB, from whom further details and application form may be obtained.

**MANCHESTER POLYTECHNIC**

Faculty of Management and Business

**LECTURER II IN ACCOUNTING**

To teach Management Accounting and Financial Management to a range of accountancy, business studies and management courses in the Faculty. Candidates should hold a degree and/or a recognised accountancy qualification and have had significant industrial accounting experience.

Successful candidates will be expected to continue close liaison with industry and to contribute to research either on a personal basis or as contribution to a faculty of departmental programme. All staff are expected to make a contribution to course administration. The appointment will be made at Lecturer II level but there is progression to Senior Lecturer level subject to meeting normal criteria.

Salary scale: Lecturer I, £7,192-£8,534. Lecturer II, £4,101-£8,558.

For further particulars and application form (returnable by 30th June, 1978) please send a self-addressed envelope marked with the appropriate reference number to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

**SUNDERLAND**

**THE POLYTECHNIC**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF SOCIAL SCIENCES**

**TEMPORARY LECTURERS**

Applications are invited for the following Lectureships—Senior Lectureships: (Salary £4101—(bar)—£7572)

**Department of Biology in Cell Physiology and Histology**

**Department of Social Studies in Experimental Psychology**

Applications, including a curriculum vitae and the names and addresses of three referees, should be sent to the head of the appropriate department, Sunderland Polytechnic, Sunderland, from whom further details and application form may be obtained.

**CITY OF MANCHESTER COLLEGE OF HIGHER EDUCATION**

Elizabeth Gaskell Site (Re-advertisement)

**PRINCIPAL LECTURER IN HOME ECONOMICS**

Applications are invited for the above post for January 1, 1979, within the City-Teacher Education area.

The College offers courses in Home Economics to Honours BSc, BEd and BSc Ordinary level.

Candidates should be graduates in Home Economics or related subjects with a broad working experience including teaching Home Economics and planning of higher education courses. Some industrial experience would be an advantage.

The person appointed will be required to give academic leadership in the further development of graduate courses in Home Economics and planning of higher education courses. The person appointed will be required to give academic leadership in the further development of graduate courses in Home Economics and planning of higher education courses.

Salary scale: Principal Lecturer, £5,840 (bar) £7,678, plus supplements. Previous applications will be considered.

Further particulars and application forms should be sent to the Director, City of Manchester College of Higher Education, Elizabeth Gaskell Site, Manchester Road, Manchester M14 6AA.

**WIMBORNE**

**MARTIN ALFORD'S COLLEGE**

**PART-TIME LECTURERS IN**

Applications are invited from persons with a B.A. or equivalent qualification in the subject, and with at least five years' experience in the field. The successful applicant will be responsible for the teaching of students in the Department of the subject, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of the subject, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**EDGE HILL COLLEGE OF HIGHER EDUCATION**

AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF LANCASTER

Division of In-Service Studies

**Re-advertisement**

**LECTURER II SENIOR LECTURER**

A Tutor is required for the M.A. and O.A.S.E. courses in Reading Studies leading to qualifications of the University of Lancaster. Applicants should have a Masters degree qualification in a relevant area, teaching experience in primary or secondary schools, and an academic interest in one or more of the following areas—psycholinguistics; experimental psychology; information processing; readability; language development; research design. Applicants who responded to the original advertisement will be re-considered.

Further details and application forms may be obtained from the Director's Secretary, Edge Hill College of Higher Education, St. Helen Road, Ormskirk, Lancashire, L35 4DP.

Closing date for applications: 30th June, 1978.

**GWENT COLLEGE OF HIGHER EDUCATION**

Faculty of Art and Design

**SCHOOL OF FINE ART**

**SESSION 1978/79**

Part-time Lecturers are required for the B.A.(Hons) Fine Art course in the areas of Painting, Sculpture and Fine Art. Applications by letter together with curriculum vitae to be received by 30 June, 1978.

Further details from: The Senior Administrative Officer, Gwent College of Higher Education, Clarence Place, Newport, Gwent, NPT 0UW. Tel. 0633 59984.

**DE LA SALLE COLLEGE OF HIGHER EDUCATION**

HOPWOOD HALL, MIDDLETON, MANCHESTER

**LECTURERS GRADE II**

In the following three areas—

**ENGLISH**—To lecture at BEd, BA level.

**PHYSICS**—To lecture at BEd, BA level.

**GEOGRAPHY**—To lecture at BEd Honours level with special responsibility in the field of Geography and Planning. All candidates must give evidence of study towards a higher degree. In each case the person appointed will be involved in Curriculum/Professional Studies for training teachers. They may be asked to participate in evening lectures for serving teachers.

Forms of application may be obtained from the Principal, De La Salle College of Higher Education, Hopwood Hall, Middleton, Manchester M24 3XH.

Initial applications must be received as soon as possible.

**BEDFORDSHIRE**

**EDUCATION SERVICE**

**SCHOOL OF HUMAN MOVEMENT STUDIES**

**SENIOR LECTURER IN HUMAN MOVEMENT**

Applications are invited for the above post to commence in September, 1979.

Candidates should be graduates in Human Movement Studies or related subjects with a broad working experience including teaching Human Movement Studies and planning of higher education courses. Some industrial experience would be an advantage.

The person appointed will be required to give academic leadership in the further development of graduate courses in Human Movement Studies and planning of higher education courses. The person appointed will be required to give academic leadership in the further development of graduate courses in Human Movement Studies and planning of higher education courses.

Salary scale: Senior Lecturer, £5,840 (bar) £7,678, plus supplements. Previous applications will be considered.

Further particulars and application forms should be sent to the Director, Bedfordshire Education Service, Bedford, Bedfordshire.

**SOUTHAMPTON**

**LA SALLE COLLEGE OF HIGHER EDUCATION**

**LECTURER II IN HISTORY**

Applications are invited from persons with a B.A. or equivalent qualification in History, and with at least five years' experience in the field. The successful applicant will be responsible for the teaching of students in the Department of History, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of History, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**Colleges of Higher Education continued**

**LANCASHIRE**

**EDGE HILL COLLEGE OF HIGHER EDUCATION**

AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF LANCASTER

**TEMPORARY TUTOR IN INQUIRY STUDIES**

Applications are invited from persons with a B.A. or equivalent qualification in the subject, and with at least five years' experience in the field. The successful applicant will be responsible for the teaching of students in the Department of Inquiry Studies, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Inquiry Studies, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**Colleges of Education**

**SCOTTISH COLLEGE OF TEXTILES**

**DEPARTMENT OF TEXTILE DESIGN**

**SENIOR LECTURER or LECTURER in WOVEN TEXTILE DESIGN**

**SENIOR LECTURER or LECTURER in KNITTED TEXTILE DESIGN**

Applications are invited from suitably qualified candidates for the above position.

The College offers an Honours Associateship course, which is open to persons with a B.A. or equivalent qualification in the subject, and with at least five years' experience in the field. The successful applicant will be responsible for the teaching of students in the Department of Textile Design, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Textile Design, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**SCOTTISH COLLEGE OF TEXTILES**

Department of Management Studies

**Lecturer in Computer Studies**

Applications are invited from persons with an appropriate Honours Degree and/or professional qualifications who will be required to lecture to S.H.N.D. Degree and Post-Degree level students, assist in the preparation of C.N.A.A. Programmes, and contribute to departmental research activities. Experience as analyst/programmer desirable.

Salary scale: Lecturer A £4,056-£7,698 (bar at £7,167).

Application forms obtainable from: The Principal, Scottish College of Textiles, Galashiels, Selkirkshire TD1 3HF. Telephone Galashiels 3351.

**EVERY WEEK**

THE TIMES is read by over 3,000,000 people in the United Kingdom, and is the most widely read newspaper in the world. It is the only newspaper that is read by more than 10 million people in the world.

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**Research continued**

**UNIVERSITY OF GLASGOW**

Department of Social and Economic Research

**RESEARCH POSTS IN ECONOMICS**

Applications are invited for two Research Posts in Economics within the Department of Social and Economic Research. The appointments will commence on 1st October, 1978, and are for a period of three years. The initial salary for the posts will be in the range £4190-£4801 per annum on Range 1A of the salary scale for Research and Academic Staff and for the junior post in the range £3189-£3660 per annum on Range 1B of Research and Academic Staff scales.

The successful applicants will work on a research project on monetary policy and service employment in inner city areas, funded by the Department of the Environment as part of the programme of research into inner city problems in Britain. Applicants should hold a good honours degree in Economics or Economics with Geography and applications for the senior post should have post-graduate research experience in Economics. Both persons appointed will be required to contribute to the University's Superannuation Scheme.

Applications (three copies) should be lodged, not later than 29th June, 1978, with Professor L. C. Hunter, Department of Social and Economic Research, Glasgow University, from whom further particulars may be obtained.

In reply please quote Ref. No. 41857.

**CANTERBURY**

**UNIVERSITY OF KENT**

**SOCIAL PSYCHOLOGY RESEARCH UNIT**

**RESEARCH ASSOCIATE**

Applications are invited for a post of Research Associate to work with Dr. P. D. Taylor, who is currently working on a project on the development of language in the mother-child relationship. The successful applicant will be required to contribute to the development of the Research Unit, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Research Unit, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**Colleges of Further Education**

**School of Technology & Design**

**Division of General Studies**

Applications are invited from suitably qualified persons for two posts of—

**LECTURER GRADE I IN GENERAL STUDIES**

Programmes offered by the Division include studies of contemporary culture, the environment, art and design, and physical education, in addition to having a sound background of study and experience in at least one of these areas, candidates will be committed to the teaching and development of communication skills, both written and oral.

The salary for the posts will be in accordance with the Burnham Scales of Salaries for Teachers in Establishments for Further Education Lecturer, Grade I: £3,192 to £5,334.

Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horwath Road, Bradford BD7 1AY, and completed forms should be returned not later than June 30, 1978.

**SCHOOL OF TECHNOLOGY & DESIGN**

**SENIOR LECTURER IN FASHION**

The successful applicant will be responsible for the fashion area which is contained within the three-year BA (Hons) Fashion Design and Technology Course. The successful applicant will be responsible for the teaching of students in the Department of Fashion Design and Technology, and will also be responsible for the supervision of research students. The successful applicant will be expected to contribute to the development of the Department of Fashion Design and Technology, and will also be responsible for the supervision of research students.

Salary scale: £4,101-£8,558.

**University of Strathclyde**

**DEPARTMENT OF FIBRE SCIENCE**

The Science Research Council has prepared this year to offer to suitable candidates a limited number of research studentships available at the Department of Fibre Science in the University of Strathclyde. The value of these awards will be up to £1,475 p.a. The successful candidates will work on (a) the chemical and/or physical development of fibres, or (b) fabrication processes and properties of textile structures.

Applications, with curriculum vitae and names of two referees, should be sent to A. W. Marvin, Acting Head of Department of Fibre Science, University of Strathclyde, George Street, Glasgow G1 1XV.

**BURSARIES IN OFFSHORE STRUCTURES**

SRC and Industrially sponsored bursaries are available for the MSc course in Offshore Structures commencing October 1978. Offshore Engineers are urgently required to design and develop structures for exploration and production of North Sea Oil and Gas. Former Cranfield trained Offshore Engineers have found well paid positions with Oil Companies and the Offshore Industry.

For further information and application forms, honours graduates in engineering should write to:

**Cranfield**

Dr C. I. Kirk, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL. Tel: 0294 350911, ext 241.

**EDUCATION OFFICER**

The Equal Opportunities Commission was set up under the Sex Discrimination Act 1975 to work towards the elimination of discrimination between men and women and to promote equality of opportunity between the sexes. The Commission requires an Education Officer, to advise Commissioners on the policy options and law enforcement areas of a wide range of educational issues relevant to the Commission's work. He or she will also be responsible for the organisation and management of the Education Section and will establish and maintain contact with major educational and training bodies, including the Department of Education and Science.

Candidates will be required to demonstrate substantial managerial experience gained by working at a senior level with an L.E.A. or similar body.

The commensurate salary is £5,791 on a scale rising to £8,725 with the benefit of an excellent non-contributory pension scheme, generous holiday and sick pay arrangements. Working conditions are first class.

Further details and an application form are available from Personnel Section.

**COUNCIL FOR NATIONAL ACADEMIC AWARDS**

**ADMINISTRATIVE ASSISTANTS**

Applications are invited for vacancies which have arisen within the Council's team of Administrative Assistants. Applicants should preferably be graduates with some experience of work in higher education, and have appropriate administrative experience. Salary within the range £4,000-£5,000 inclusive of London Weighting. Further particulars may be obtained from:

The Secretary (C.N.A.A.), Council for National Academic Awards, 144/146 Grosvenor Road, London W1A 3BP. Tel: 01-479 3000. Closing date 30th June 1978.







# Story of a tragedy at the University of Malta



Ralf Dahrendorf

Nine years ago, the University of Malta was an idyllic little place, closely allied to the profession, controlled in important respects by the ubiquitous church, and proud of its age. It was the year of its bicentenary, and the official history of the university, Andrew P. Valla, noted: "But our university remains, and must remain, a privileged one, in the sense that its small size cannot allow it to succumb to the 'multitudinousness' produced by the pressure of population, the idea or the need to prepare students just for jobs, and the adjustments to meet the requirements of industry." The Governor General, still a Briton at the time, expressed regret at one event only, and that was that the university had just moved to new buildings outside Valletta "which with I suppose, be its home for the next two hundred years."

Since then, the locale superiority of a university in a poor country of 300,000 inhabitants (Luxembourg with ten times the pop of Malta does not have one) has come under considerable pressure, as has its privileged status. Must wonder whether it will survive the next two years, let alone 200.

Before I go on with this story, let me make one caveat. Small countries have their own ways. The same does not mean the same; they are almost impossible to understand for anyone coming from larger countries. Above all, any discussion of matters of substance is immediately interpreted in a small country as one of the nationalities. One says that a faculty of theology is not essential, and one means that the Archbishop should resign or be posted to some other place. One says that accounting and engineering are important subjects, and one is understood to say that the head of the polytechnic must be promoted. If for no other reason, strangers should tread warily in small countries—and if there is one thing which I do not regret, it is to have recommended that the administration of higher education including the university must pass into Maltese hands.

But when I came in, Maltese

hands had acquired a very special grip. In 1971 the Nationalist Party lost the election, and the redoubtable Mr. Dom Mintoff became Prime Minister. He started a foreign policy by asserting the independence of his island. The Nato base threatened at the time by a new-fascist member of Parliament was closed. British bases followed gradually. Independence had its price. Malta moved closer to its neighbour in the south, Libya, and for a while got generous support from the oil-rich country. In fact, in the early years the Government could not only afford police pay, but also give the university fairly generous subsidies. Later, others helped (if that is the word). Chinese technicians geared up the dry docks just in time for the reopening of the Suez Canal (although by that time ship-building techniques had surpassed its capacity). Germans built a radio station. In short, Malta, while always in trouble, was not doing badly. Certainly, the reelection of Mr. Mintoff's Government in 1976 was not surprising, narrow though his victory was.

The island has a long and fascinating history. It has many remnants of bygone days, the *auberges* of the knights (with the Prime Minister residing in the Auberge de Castille), places like San Anton Palace, the university, reasonably distinguished professions, and *The Times of Malta*, firmly controlled by the last chairman of the Empire Party, Miss Mabel Strickland, and thus firmly against the Government of Mr. Mintoff.

Soon after taking over, Mr. Mintoff (whom I knew from an official visit as a member of the German Government in 1970) asked me to take the chair of the Commission of the then Royal University of Malta. Intrigued by the task, I accepted, and proceeded—along with distinguished colleagues from this country and others—to consider ways of nudging the university from being an appendix of the professions into a modern place of learning. When we made our proposals in 1973, they were in part institutional, in part substantive: the setting up of a commission with a wider remit covering the whole tertiary sector (apart from the council of the university, of course); turning membership of committees, and notably the chairmanship, Maltese; adding sciences and social sciences to the cur-

riculum of the university; integrating the university more effectively into the institutional world of the country. It was this last point which became the start of things going wrong. Andrew Valla said in his 1969 history of the university: "The university has, on the whole, hitherto played a surprisingly small part in the history of Malta, notwithstanding the number of bishops, judges and ministers who are numbered among its graduates." (Mr. Mintoff, incidentally, is one of them, an architect, like the rector of the university, Professor Borg Constant.) Our report referred to the dialogue between the government and the university, and to "strengthening the sense of purpose of the university within the framework of the requirements of academic excellence." And under Mr. Mintoff's government, this was interpreted as an invitation to government to take over—as I know now, and did not realize at the time. The university had to be changed, but by changing it, it had to lose its autonomy and academic freedom: the dilemma was complete.

What happened since 1973 is quickly told. An Education Act in 1974 set up some of the institutions recommended by the commission, and turned them over to Maltese, with two or three foreign members including myself. The university at the same time turned if anything more intransigent. It accepted a few teachers in the social sciences, but otherwise resisted any kind of change. Since then, the battle has not been a financial battle: subsidies for the university were not increased, given late, indeed in the end on a monthly basis. It was a battle of filling, or rather not filling posts: in a number of cases, leave to fill was not given. It was a battle of the professional faculties: last year, when the Maltese Medical Association resisted measures to nationalize medicine, the faculty of medicine was closed, and while one generation of students came to London, many others lost their future, at any rate in Malta; this particular battle is waging with diminished intensity. It was a physical battle: when at the last annual graduation ceremony, the student speaker referred to academic freedom in the midst of the national day of education left and points of things which happened to be there started threatening and in some cases beating up people.

Much of what Mr. Mintoff has

Then, early in 1978, the battle between the Government and the university took on a systematic turn. There were at first rumours, later definite information, about plans to change the system of higher education entirely. A Bill to amend the Education Act of 1974 was drafted. Its main emphasis was these: The university will henceforth be called the "Old University" and will be confined to teaching "general science, the humanities, law and theology." All other subjects will be taught at the "New University," the present college of advanced technology, and they include medicine, engineering, teachers' training. Students will as a rule be "worker students," selected by committees involving trade unions and employers, spending six months in the university and six months in industry. The idea seems to be that employment should not be related to courses of study, but serve to integrate students into society to make sure that they have jobs, and of course to finance them while studying. Throughout, the Bill emphasizes the role of Government. It abounds with phrases like "the minister may from time to time assign to the universities..." and this includes not only facilities but also branches of learning. There are other indications of the role of Government. For instance, "the rector... may be removed from office by the chancellor [the president of Malta ex officio] acting on the advice of the Prime Minister."

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done for and in Malta, at least, some sense. I see, although the official paper, *Azzura*, reacted in a very characteristic manner. "Dahrendorf chickening out," it said. But as one observes elsewhere, and here the one exception, a totalitarian course, there is always a minority who are not done for.

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## Who killed 'Brookings'?

This week's announcement of the official death of the "British Brookings" concept is no less regrettable for having been widely expected. It means that several million pounds which could have been channelled into British policy studies have been diverted elsewhere. The Brookings Institute, which was set up in 1933, was a research organization which was to study the social and economic problems of the United States. It was a research organization which was to study the social and economic problems of the United States. It was a research organization which was to study the social and economic problems of the United States.

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studies institute with between 50 and 100 researchers would not have been able to produce a great quantity of research. But, properly constituted, it could have taken on great symbolic significance. If it had been regarded by government departments as a place worthy of sending the most senior civil servants to work with it, it would have been a place worthy of sending the most senior civil servants to work with it. It would have been a place worthy of sending the most senior civil servants to work with it.

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## 'Unqualified' appointments

Sir—Many people have been disturbed to read (THES, June 2) that an unqualified person, R. A. Pinker, has been appointed to the first chair of social work at the LSE. The British Association of Social Workers should be congratulated on their vigorous campaign to have Professor Pinker removed from office.

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## History lessons

Sir—For one who has long believed that a study of the history of events leading up to a current problem is essential to an understanding of that problem, and therefore to its likely resolution, Professor Gowling's article on the importance of history (THES, June 2) made [joyous] reading. May I reinforce her premise with the following example.

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## UN University

Sir—May I correct one point in Patrick Santelli's excellent article on the United Nations University (THES, May 26) which was involuntarily misleading?

Commenting on the US contribution to the university's endowment fund (the university relies entirely on voluntary contributions from governments and has no access to UN mandated funds), you said that Congress was expected to approve a contribution of \$7.5 million which was "a substantial shortfall from the originally agreed \$50 million."

In fact, the position is that last year the administration requested \$10 million as a first instalment towards a \$50 million contribution. This year the request has had to be scaled down to \$7.5 million but—this is the important point—it is still to be regarded as an instalment and the instalment which has been scaled down, not the total contribution. The shortfall is therefore the difference between \$7.5 million and \$10 million, not between \$7.5 million and \$50 million.

Yours sincerely,  
C. T. ISOGLANI,  
United Nations University information representative for Europe.

## Don's diary

### Last and first

We have recently bid farewell to several colleagues who have left our institution for better paid jobs elsewhere. The usual mementos of their stay in Birmingham were purchased from the print shop down the road. How I have come to dislike that shop as yet another framed reproduction for is it a tea tray? It is held aloft for all to admire. A dinner was held for our most senior colleague. After an oration a short, dark velvet curtain hanging on the wall behind him was drawn back. Instead of our head of department being slowly conveyed through the wall in a brass-bound box as I was beginning to expect, yet more pictures of old Birmingham were revealed. When the Revolution comes I hope that all reproductions of old Birmingham will be among the first of the goods to be consigned

### Last and first

to the fires. But then, come to think of it, I would not last long anyway.

As we sat round that dinner table we fell to reminiscing about our introduction to a don's life. On my first day a delightful head of department, noting retirement, introduced me to my new colleagues and then asked if there was anything else that I wanted to know. "Yes please," I said, "could you possibly direct me to the library?" "By all means," he replied, "follow me." I did and he got lost.

### Courses

Management is "in" and we are told that Government is looking favourably upon institutions which launch combined engineering and management courses. But what really changes? Is it merely, as an engineer colleague suggested, that

the doorways in his department are widened? Our management centre is organized on a matrix system, modules being offered from different "subject groups" to a multi-option BSc Admin course. We recently devised a thematic history module covering such topics as entrepreneurship, diffusion of technology, marketing, etc. and it was suggested that the course be called "The development of modern British management." Outrage and uproar followed. The protestations did not concern the proposed syllabus but the title. It appeared that the inclusion of the word "management" in the title of a course in a management centre was construed as empire building, a threatened take-over bid, though hardly a mirror of the real business world. "Ah well," I said, "let's call it business history and be done with the matter." Only to realize that this, too, is the height of fashion.

### Aide memoire

Some time ago I devised my own simple memory system for situations in which the recollection of a small number of different colours were used as cues denoting new point, next slide, please, quote,

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### Lifelines

When our younger son was born, I became one of the first to be asked to give a lecture at the college of education. There was a fee. I was told, which was scaled in proportion as to the number of staff and students who attended. It occurred to me to send advance posters of some curvaceous latter-day Hollywood starlet wearing black tights and little else. Then I considered the disappointment that I would cause by contrast and musing that, while we might be having to try the *Observer's* technique of curried butter beans, we had not

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